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ABSTRACT

This report was planned to facilitate the task of college admissions officers of American educational institutions in the evaluation of foreign credentials. The educational systems of Cambodia, Laos, Vietnam, Indonesia, Korea, and Thailand are examined in depth and include discussions of each country's educational history and educational structure. The highlights of workshop discussions are included. Placement recommendations concerning the foreign student serve as a guide for counselors processing applications for admission to American institutions. Information concerning the workshop program, staff and participants, and country groups, and a bibliography of preparatory material are provided. (RL)

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REPORT OF THE TRAINING WORKSHOP ON THE EVALUATION OF ASIAN EDUCATIONAL CREDENTIALS

(Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea)

Honolulu, Hawaii

November 26 - December 9, 1967

Richard Dremuk

Editor

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PREFACE

The admission and placement of international students in colleges and universities of the United States is a complex process. The variables one must consider when attempting to determine a foreign applicant's probability of success are multitudinous. Few foreign educational systems have established workable accreditation plans. Many are without reliable national standardized testing schemes. Factors influencing access to educational facilities are sometimes drastically altered as political situations change, thereby requiring a new set of rules upon which to assess a candidate's scholastic experience.

The Second Training Workshop on the Evaluation of Asian Educational Credentials was planned to relieve some of the many frustrations encountered by United States admissions officers in the analysis of foreign credentials. With the encouragement, support, and cooperation of the East-West Center's Institute for Technical Interchange, the activity was administered by members of the Admissions Section of the National Association for Foreign Student Affairs. Major financial support was provided by the Asia Foundation, the U.S. Department of State Bureau of Education and Cultural Affairs, and the Institute for Technical Interchange. Richard Dremuk, University of Illinois, and A. Lee Zeigler, University of Hawaii, assumed the administrative responsibilities.

The workshop, which followed a basic plan created by a similar effort at the East-West Center in the fall of 1965, was guided by a "learn-to-teach" philosophy. Twenty-three experienced foreign admissions officers representing each of the eleven NAFSA regions were selected with the understanding that upon return they would share their observations with other foreign credential analysts. This was to be accomplished through participation in local, regional, and national professional activities. The paramount objective of the in-depth study of four basic educational systems was to arrive at a consensus, mold the conclusions into usable form, and disseminate the findings widely and with speed. The aim was to refine the techniques of the experienced so that they might, through a variety of ways, aid the less experienced. It is already evident that the objectives have at least in part been met.

The educational systems selected were Indochina (Cambodia, Laos, Vietnam), Indonesia, Korea, and Thailand. Priority was given to countries which supplied the U.S. with large numbers of students and to countries which had not recently been given major workshop attention. (India, Japan, Philippines, and Taiwan were studied during the 1965 East-West Center Training Workshop). Background speakers were selected on the basis of their understanding of social, economical, political and other forces that influence education in East Asia. Resource leaders were educational specialists who were familiar with the problems faced by admissions officers and who had demonstrated ability in leading discussions on relevant issues.

It is evident that the idea of a two-week workshop in which several experienced practitioners participate in an intensified study of several predetermined topics is an educationally sound concept. The two East-West Center Training Workshops have had a rolling snowball effect, as they have significantly expanded the level of professional competence of admissions officers throughout the country. A positive influence has been made on government and private agencies that have selection and placement responsibilities in international educational exchanges. There has already been more than a casual interest expressed by the sponsors for a third East-West Center Workshop in 1969. Funds have been raised

and a similar program developed for a two-week session on Latin American Education to be held in Puerto Rico in December, 1968, and preliminary thought has been given to another one in 1970. Some interest has been expressed in promoting a similar activity in the Middle East under NAFSA administrative guidance.

The Admissions Section of NAFSA is honored to have been given the important responsibility of exploring in depth the educational systems of several very important East Asian countries. The conclusions, of course, are not absolute and the user must exercise caution in the interpretation of the recommendations. This report does, however, represent an up-to-date appraisal of several complex educational systems by experienced admissions officers and East Asian experts, and will prove to be a useful resource.

We are grateful for the support received for this project. The sponsoring organizations may be assured that their efforts have kindled a professional excitement that will make the two-week intensitied workshop on foreign student admissions a common rather than an unusual activity.

Cliff Sjogren, Chairman
Admissions Section, 1968-69
National Association for Foreign
Student Affairs

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INTRODUCTION

The second Training Workshop on the Evaluation of Asian Educational Credentials was held from November 26 to December 9, 1967. Because of the success of the initial workshop, which also met in Honolulu in 1965, the Institute for Technical Interchange of the East-West Center and the National Association for Foreign Student Affairs again cooperated in initiating and sponsoring the 1967 workshop. The workshop was fully financed by the East-West Center and NAFSA. NAFSA's financial contribution was supported by grants, for this purpose, from the Asia Foundation and the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

The workshop met on the campus of the East-West Center in Honolulu, Hawaii. It was attended by 24 participants, all admissions officers experienced in foreign student selection and placement and all from different colleges and universities throughout the United States. The participants were selected, through a national competition, on the basis of their experience and their potential to effectively contribute to the development of the foreign student admissions process at their respective colleges and universities as well as at other educational institutions.

An objective of the workshop was to provide the participants with general and specific data about education in each of the countries studied. Also, they were to receive a substantial amount of information on the role of education in the formation of each country's society and, in turn, how each society affects the type of educational program that serves it. In achieving these goals the educational and area specialists provided the participants with more than a series of thumb rules which they could readily apply to their consideration of admission applications from students in Indo-China, Thailand, Indonesia, and Korea, by furthering their understanding of the nature of academic preparation that is represented by educational credentials from those countries as well as the various historical, political and social forces that have influenced the development of that preparation. Most of the workshop discussions centered around the presentations of the educational specialists. Their papers are reproduced in full in this report.

During the workshop the participants also had the opportunity to apply the data received from the educational and area specialists to actual case studies. The participants each prepared in advance sets of educational credentials from their assigned countries which were discussed by the entire workshop group. The case studies represented secondary, higher and professional education in each country and stimulated lively and penetrating discussions among the participants in their attempt to analyze and make judgements on applications and records involved.

The participants also developed, on the basis of their deliberations, a report on each country. The reports include highlights of the workshop discussions and placement recommendations. To accomplish the report preparation the participants were divided into four country groups. Each group, with the collaboration of its country educational specialist, worked long and hard in preparing a report which was reviewed and discussed by all 24 participants. The country reports and their inherent recommendations, represent the collective efforts of the workshop participants and staff and are the essence of this volume.

The purpose of the general workshop report is to communicate as much information as possible about the workshop deliberations to educational personnel involved in the foreign student admissions field who did not participate. The workshop was a professionally profitable opportunity and productive effort for all who attended and it is hoped that others will share in their experiences through this report.

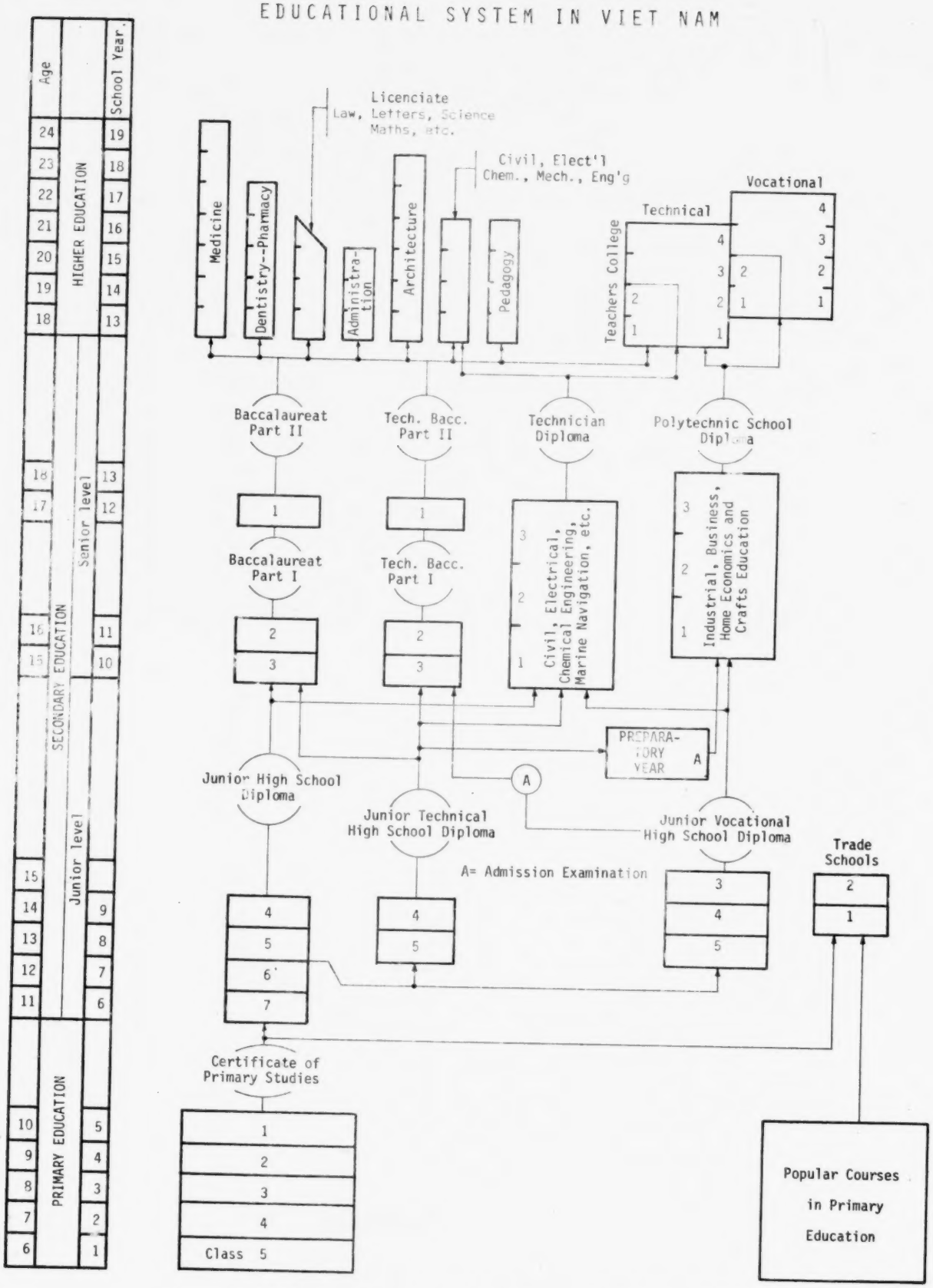
R.D.

Part 1

Vietnam, Laos & Cambodia

Marvin Hurley

EDUCATIONAL SYSTEM IN VIET NAM



Source: "U.S, Agency for International Development Far East Manpower Assessment and Educational Planning Seminar", February 1965

VIETNAM

Traditional Education in Vietnam

From about 111 B.C. to 939 A.D., the educational system of Vietnam bore the imprint of nearly ten centuries of Chinese rule and cultural influence. Confucianism, with its emphasis on learning and filial devotion, was a central force in a social order which gave its highest place to the scholar. Education provided one of the few means by which a young man had the opportunity to advance his social status. The aims of education were in keeping with the political and social structure of the society. The main purpose of formal training was to prepare young men for the examinations through which they might enter the civil mandarinate, which represented the highest achievement. These examinations, sponsored by the government, were used in selecting the officials or mandarins who were the non-hereditary governing class of Vietnam.

The Confucian philosophy was deeply ingrained in the country's educational system up until the 1900's. Education was primarily moral in substance and was mainly limited to the study of Confucianist classics. The people believed strongly that the learning of Chinese characters and the classics would lead to self-improvement of the individual. Formal education was focused on the teaching of moral precepts and Confucius's formulas for regulating social and human relationships.

Primary education was considered to be the responsibility of the family or village. Recitation and memorization prevailed in the primary stages of studies. Advanced students were required to memorize a prodigious number of Chinese and Vietnamese classics and to write essays and poems on themes selected from the literature.

The first known examinations which were administered to recruit high mandarinal officials were in the latter part of the eleventh century. It was also during that period that a National Academy was established in Hanoi for the education of sons of royalty and other high officials. In the middle of the thirteenth century the school was opened to students from varied backgrounds. By the beginning of the fifteenth century, many Confucian type schools were in operation in leading centers, and education became the most cherished of ideals. Only those who passed the qualifying examinations of the mandarinate had any hope of achieving state jobs or other honors. Scholars were placed at the top of the social ladder and enjoyed great prestige.

All levels of administration were run by mandarins, who were chosen on the basis of their education alone, up until the time of the French administration. Technically, most persons, regardless of their station in life, could become mandarins. In theory it was a very democratic system of selection enabling the true scholars, no matter what their background, to be appointed to administrative positions. In actual practice, however, this was not completely true. References were required from local officials certifying to "good life and conduct" which indicated the students had always abided by the moral and legal laws of the empire.

There were two branches of the mandarinate: civil (which was literary) and military, each encompassing nine grades. Traditionally, mandarins in the literary branch were given more prestige than those in the military branch.

in the literary field, there were four large scale examinations to be taken to reach the top of the Mandarinate. These were the Provincial, Regional, National, and finally, the Court Examinations.

The Provincial Examinations were held twice yearly and thousands of students would compete in them. Excellent ability in the fields of interpretation, verse, composition, and philosophy were essential to success of the candidate.

The Regional Examinations were ordinarily held every three years in eight different provinces. They were ordinarily comprised of four examinations in which candidates were asked to: (1) interpret excerpts from the Confucian classics, (2) write essays on ancient literature, philosophy, politics and history, (3) compose poems and rhythmic dissertations on philosophical or lyric themes, and (4) compose administrative reports. Candidates passing three of the tests received the title of Tu Tai (Blossomed Talents) while those passing all four were designated Cu Nhan (Rising Man); all other candidates failed. The examinations were the most competitive of the four types with usually no more than 100 Tu Tai and fifty Cu Nhan for each Regional Examination center, although ten to 1,200 candidates competed.

Those receiving the title of Tu Tai were exempted from military service and the corvee (forced labor) and could compete again in the next Regional Examination for the higher award; if they did poorly, however, they would lose their Tu Tai degree. Candidates receiving the Cu Nhan were eligible for an appointment as a director of studies in a province or district and were qualified to take the National Examination.

The National Examination was held in the capital of Hue every three years. Often the emperor selected the examination questions for the competition and those students earning the highest marks were eligible to take the Court Examination. Those scoring in the second group were eligible to retake the examination and were registered with the Ministry of Personnel and Interior for employment either as a prefect or assistant prefect.

By the time of the Court Examination, which took place in the imperial palace, the number of candidates was reduced to a relatively small number. The Examination consisted of only one composition on a topic selected by the emperor, who was also the final authority in the grading of the examinees. Three of the highest ranking scholars were proclaimed Doctors of the First Class and were entitled to high positions in the provincial administration. Next came the Doctors of the Second Class, who were qualified for appointment to responsible positions in various ministries.

In summary, traditional education in Vietnam was based essentially on the study of humanities--specifically on the teaching of Confucian formula. The main purpose of this education was to train men for public office. Prose, poetry, ethics, rituals, Confucian philosophy, Chinese history, Vietnamese history and government constituted a uniform curriculum for centuries. There were, however, some changes in the curriculum occurring in the fifteenth century when some elementary arithmetic was added, and at the end of the eighteenth century when a revised curriculum aimed at the development of the Vietnamese language was introduced. Traditional education did not recognize the value of the exact sciences, physical education or the existence of civilizations other than Chinese.

Education in Vietnam Under the French Administration

The French conquest of Vietnam took place by stages over a period of more than twenty years. The conquest began in 1858 when a Franco-Spanish expedition commanded by a French admiral seized the port of Da Nang in order to punish the Vietnamese for the murder of French missionaries. As of 1887, Vietnam as an independent country had ceased to exist for all practical purposes when a French decree established the Indochinese Union.

In 1887, the Indochinese Union was first organized with the creation of a Gouvernement General. South Vietnam (Cochin-China) continued to be a French colony placed under a governor, wheras Central Vietnam (Annam) and North Vietnam (Tonkin) became protectorates, each with its Resident Superieur. Along the frontier of North Vietnam, four military zones were set up. The three cities of Hanoi, Haiphong and Tourane (Da Nang) were ceded to France and placed under French mayors.

Although a number of reforms were imposed on Vietnam, the French did retain the imperial structure and the mandarinal system. In the early years, the French established a small number of schools in South Vietnam: emphasis was on learning the French language and, to a lesser degree, on the Vietnamese language, whose alphabet had been romanized by a group of Catholic missionaries in the seventeenth century. Each province organized its own schools according to its needs and financial conditions. Traditional Vietnamese schools survived for a time, but were eventually phased out in the last quarter of the nineteenth century when the mandarinate was abolished in South Vietnam.

A Secondary School was established in Saigon in 1870; ten years later, a special academy was founded at My-Tho for the teaching of French. All the schools offered curricula patterned after French schools and were taught by French teachers.

In Central and North Vietnam, traditional schools survived until the beginning of the twentieth century. The impact of French civilization on these two protectorates was not as strong as upon the colony of South Vietnam. The system of the mandarinal examinations was maintained until about 1915 in North Vietnam and until about 1919 in Central Vietnam.

The Direction de l'Instruction Publique was created in 1905, which unified the entire educational system in the Indochinese Union. In 1917 the French authorities organized a standard system of French education in Indochina, providing for a uniform syllabus of studies and very rigorous selective examinations.

Elementary Schools

This uniform plan of studies included an elementary cycle of three years for children aged 6 to 9 years which culminated with a Certificate of Elementary Studies, and a primary cycle of three years for the 9 to 12 year old group which culminated with a Certificate of Primary Studies. In the Elementary

Schools, emphasis was placed on the teaching of reading, writing and arithmetic in the Vietnamese language. The primary cycle continued the elementary subjects, but French replaced Vietnamese as the language of instruction.

After completing three years of primary studies, the pupils had to pass a series of written and oral examinations before they could qualify for the Certificate of Primary Studies. The successful ones had to compete for admission to the higher-primary schools, which were located in the large urban areas. Competition was rigorous, for there were not enough schools to accommodate all who qualified.

Higher-primary education was not free as was elementary and primary study. There were, however, some state scholarships available to outstanding but impoverished students. The higher-primary program of studies included four years of preparation in classical secondary education and was patterned after the first cycle of classical secondary education in France, except that emphasis was upon Vietnamese literature and civilization. Examinations were difficult, and the work required was very exhausting. The students who successfully completed the program and the final examinations were awarded the Diploma of Higher-Primary Studies.

Secondary Schools

Classical secondary education was made available in three lycees which were established at Saigon, Hue and Hanoi. These schools were highly selective and offered training mainly to male youths who were destined for governmental positions or for university studies. The lycee included both the higher-primary and secondary cycles of studies. Originally, the secondary cycle was two years in length, terminating with a diploma called the local baccalaureat. In 1927, it was lengthened to three years. The curricula included French language, literature, and civilization; philosophy (including psychology, logic and morals); history and geography; mathematics; physics and chemistry; natural sciences; Chinese characters; and drawing.

In the year 1930, the local baccalaureat was officially made the equivalent of the French diploma known as the metropolitan baccalaureat.

Post-Secondary Schools

Post-secondary training schools, all located in Hanoi, included a School of Medicine (1902) whose graduates were not entitled to the rank of doctor, but were called medecins auxiliaires or medecins indochinois. In 1904, sections of midwifery and veterinary science were added to this school. There was also a School of Law (1914) which, together with the other schools mentioned, was later integrated into the Indochinese University (1917). The Indochinese University was a duplicate of a small-sized French university, in which French was the medium of instruction and which was staffed mainly with French professors. The admission standard required either the local baccalaureat or the metropolitan baccalaureat.

In 1933, the School of Medicine and Pharmacy was decreed the equivalent of medical colleges in France. The school was organized into four sections:

medicine, pharmacy, dentistry and midwifery. Upon completion of studies, state diplomas were awarded: the State Doctorate in Medicine (requiring seven years), the State Diploma of Pharmacist (requiring five years, including one year of apprenticeship), the State Diploma of Surgeon-Dentist (five years), and the State Diploma of Midwife (three years).

In 1931, the academic standards of the School of Law were raised when its graduates were admitted to the professional bar association. Admission requirements were similar to those of the School of Medicine and Pharmacy. Courses of study covered a wide range of subjects taught in French law schools. Upon completion of three years of study, the Licence en droit was awarded. This degree was a prerequisite for candidacy to the Doctorate in Law, which required two additional years of studies. A one-year course was also offered which dealt with the various laws of the Indochinese Union. Only those persons holding the licence en droit were eligible to enroll in this course.

The School of Fine Arts was established in 1924 and was divided into two sections: section of painting, sculpture, and decorative art; and section of architecture.

Vocational Schools

There were in existence a number of vocational institutions established for the purpose of offering training in the fields of commerce, industry, and the applied arts. This type of instruction was sponsored by the various chambers of commerce and the big industrial enterprises whose expanding activities required technicians and skilled workmen.

Technical training was given in four practical schools located at Hanoi, Haiphong, Saigon, and Hue, each of which had three basic sections: iron, wood, and electricity. Other vocational institutions included a few arts schools, trade schools, and handicraft workshops, most of which were established in the region where the particular trade was in demand. Students or apprentices were recruited through competitive examinations taken by anyone who had completed primary school. Courses of study extended from two to four years. Vocational and technical education was not very popular in Vietnam because of the reluctance of the people to select careers partly requiring manual labor.

Teacher Training

At the beginning of the twentieth century, the teaching staffs in French-Vietnamese schools were mainly French, particularly in Central and North Vietnam, where traditional education lingered. However, in the 1920's teacher-training institutions for Vietnamese teachers were established in the cities of Saigon, Hanoi, and Hue. The Certificate of Primary Studies was required for enrolment. The program was four years in length and the subject matter included the same academic content as that taught in higher-primary schools. In addition, there were courses in principles and methods of teaching which constituted the core of professional training. In the final year, each student participated in practice teaching in local primary schools. Graduates from the teacher-training schools received the Diploma of Higher-Primary Studies and the Certificate of Pedagogic Aptitude, which qualified its holder

to a teaching position on the elementary or primary level in a state school. In the 1930's all teacher-training institutions were eventually closed. As a result, the education of elementary and primary school teachers was done in cours normaux which were added to higher-primary schools and consisted of one-year of specialized pedagogical studies. The Diploma of Higher-Primary Studies was required for enrolment.

Assistant teachers were recruited from among those holding the Certificate of Primary Studies. These teachers taught the first grade in the elementary school or all three grades in the communal school. To obtain the Certificate of Pedagogic Aptitude and to be a recognized teacher, assistant teachers were required to attend a one-year professional course given at the normal schools.

Training for positions as teachers in higher-primary schools was carried out in the School of Pedagogy at the Indochinese University. The Diploma of Higher-Primary Studies was a prerequisite for enrolment to the School of Pedagogy. The program was three years in length, with a common specialization in pedagogical studies, and was offered in two academic sections: letters (which included French language and literature, Vietnamese language and literature, history and geography) and science (which included mathematics, physics, chemistry, natural science and agronomy). The final year was devoted mainly to professional training and practice teaching.

There were no training institutions for secondary school teachers. Candidates for these positions were required to study in France at either a higher normal school or in the universities.

Contemporary Education in the Republic of Vietnam

The present national system of education in the Republic of Vietnam was created in 1954. It was established to serve the new country which emerged from the ruins of a war for independence from Colonial rule. It has continued to grow while Vietnam has been engaged in its present struggle for survival. As Vietnam moved from colonial to indigenous rule, it has created a system of education which reflects the interplay of such diverse elements as French and Chinese education practices, and Buddhist and Christian religious beliefs.

The major influence on the administrative and curricular structure came principally from France because most leading Vietnamese citizens had studied in France or in institutions transplanted from France which were staffed with French civil servants. The educators gathering in the South after partition, however, gave the curriculum a new direction toward nationalism. Vietnamese language, history and literature were required subjects in both primary and secondary schools: even the schools conducted by the French Cultural Mission and staffed by French teachers have been obligated to include Vietnamese in their programs. The educational system in the Republic of Vietnam is now controlled, administered, staffed, and financed by the Department of National Education headed by the Secretary of State for National Education.

There are three types of school sponsorship in the elementary and secondary schools--public, semi-public, and private. Public Schools are operated and financially supported in their entirety by the government. There

are no tuition fees and the teachers are paid by the government. Public schools generally have a higher status than other types of schools, and are the preferred choice of most students. The public school standards are ordinarily higher and the teachers are more experienced.

Inasmuch as the public schools cannot accomodate the large numbers seeking admission, the Ministry of Education licenses other kinds of schools. These follow the same curriculum except for the schools of the French Cultural Mission, which, under special bilateral agreement, follow the regular French curriculum. The other types of schools are the semi-public and private. Under the present plan, the French schools are to be eventually phased out.

Semi-public schools date back to 1955 and represent transitional schools, established when sufficient public schools were not available in an area. They are cooperative endeavors between local authorities and the parents of prospective students and are self-supporting, except for a token government support. The schools are financed and personally controlled by local authority-parent committees.

Private Schools, except for the private religious schools, are usually profit-making institutions geared to preparing its students for the state examinations. Their teacher qualifications, admissions procedures and classroom work are generally considered to be interior to those of the public schools (not including the religious schools and the French schools).

Primary Education

Primary education is offered to children of both sexes at the age of six and involves a five-year program of studies. Primary schools include the complete cycle, while communal schools ordinarily offer only the first three years. The language of instruction is Vietnamese. Upon completion of the five years, a Certificate of Primary Studies is awarded, usually at the age of eleven. The first year is the 5th class, second year the 4th class, and so on.

The primary school program of studies includes the classical subjects--Vietnamese, history, geography, arithmetic, drawing, etc. There is much attention given to lessons on morals, "aimed at teaching the basic virtues such as national spirit, feeling for humanity, of universal love, a spirit of union, and a spirit of sacrifice to national cause." Closely related to moral education is civic instruction, whose aim is "to give the pupil solid concepts about the nation, to make him acquire the civic virtues by preventing him from developing bad habits, to correct erroneous ideas widely prevalent in the masses, and to teach respect for the interests of one and all."

Each school period lasts twenty-five to thirty minutes. Classes ordinarily meet for a total of twenty-five hours per week: on Mondays, Tuesdays, Thursdays, and Fridays for a full day and on Wednesdays and Saturdays in the mornings only. The school year for primary students lasts about nine months of the year and is divided into two semesters, with three months of summer vacation, and a holiday of ten days at the lunar new year.

The United Nations reports that 55 percent of South Vietnam's elementary school age population was enroled in schools in 1962. It is reported that

600,000 students were enrolled in elementary schools in 1954. By 1961, the number had doubled, and by the 1964-65 academic year, the number totaled 1,563,756; in that year, 80.7 percent of the total attended public elementary schools and the remaining 19.3 percent attended private elementary schools (See Figures 1 and 2); 40 percent of the students were girls.

Figure 1.

Elementary School Enrolment by Type of School
1964-65

Public Schools	
Regular schools and hamlet schools	1,233,570 students
Schools for the Montagnards and other ethnic minorities	29,081 "
	1,262,651
Private Schools	
Vietnamese schools	243,395 students
Schools for Vietnamese of Chinese origin	51,192 "
French schools (both religious and Cultural Mission)	6,519 "
	301,105
Grand Total	1,563,756 students

SOURCE: Annuaire Statistique de l'Enseignement, 1964-65.[2]

Figure 2.

Elementary School Enrolment by Grade
1964-65

(1st yr)	5th Class -- 497,179 students	2nd Class -- 216,504 students
	4th Class -- 359,336 "	1st Class -- 176,416 "
	3rd Class -- 300,424 "	Graduates*-- 13,897 "

SOURCE: Annuaire Statistique de l'Enseignement, 1964-65[2]

*Students who have their Certificate of Primary Studies, but who are studying for the secondary school entrance examination.

Secondary Education

Academic or classical secondary education is the university-oriented type of education. It constitutes the major type of secondary education, thus the expression "secondary education" is generally understood as academic secondary

education. It is patterned after the French system of colonial days. The secondary education level is structured in two phases: a first cycle of four years and a second cycle of three years. A school is called a lycee if it offers a complete seven-year program, or a college if it offers only the first cycle.

Secondary education curriculum has been given a new orientation and its content has been revised several times. The study of modern languages has been reorganized, with the result that only one foreign language, French or English, is required at the First Cycle. Beginning with the Second Cycle, every student takes both French and English (either one as a first or second modern language for three years). Moral and civic education are given special importance and have become one of the first four written examination subjects for the state Baccalaureat I and II examinations. Mathematics and the sciences have been changed very little, and textbooks on these subjects are mostly translations from the French.

All students have to take every subject offered in the curriculum during the First Cycle and not until the fifth year (3rd class), when they reach the Second Cycle, can they select one of the four specializations which are available: (a) experimental sciences, (b) mathematics, (c) modern foreign languages and literature, or (d) classical languages and literature. Classes meet six days a week. The number of class hours per week varies with different grades and different sections:

Figure 3.

Class Hours Per Week In The Secondary Schools

Grades 7 and 6 ---------- 28 hours per week

Grades 5 and 4 ---------- 29 hours per week

Grades 3, 2, and 1
Section (c) foreign languages -------- 28 hours per week
Sections (a), (b), and (d) ---------- 30 hours per week

SOURCE: Department of National Education, Secondary Education Curriculum. Saigon, 1960.

Only 51,465 students attended secondary school in 1954. This number quadrupled to 203,760 by 1961, and reached 326,552 by 1964-65. Somewhat less than one-third of secondary school students were girls.

Overall, the majority of secondary school students attend private institutions, while about three-eighths attend public schools, and one-eleventh, semi-public schools:

Figure 4.

Secondary School Enrolment by Type of School Cycle
1964-65

Type of School	1st Cycle	2nd Cycle	Total
Public	87,959	35,312	123,271 (37.6% of the students)
Semi-Public	26,809	2,704	29,513 (9.3% of the students)
Private	147,464	26,304	173,768 (53.1% of the students)
TOTAL	262,232	64,320	326,552

SOURCE: Annuaire Statistique de l'Enseignement, 1964-65[2]

Although more First Cycle students are enroled in private schools, more of those in Second Cycle attend the public schools. The difference between the First and Second Cycle patterns is a reflection of the intensity of the competition for entrance into secondary schools. The majority of private school students in the early classes of First Cycle is the result of an inability of the public schools to accept more than a small proportion of applicants.

However, with an ever-continuing forced drop-out of students as they progress from one class to the next, the private school enrolment majority is gradually reduced, then overcome. While 60 percent of the 7th Class students attend private schools, by 1st Class, only 28 percent do; further, the attrition rate from 7th Class through 1st Class is 96 percent for private schools, but 75 percent for public schools.

Figure 5.

Secondary School Enrolment by Grade
1964-65

		Private	Semi-Pub.	Public	Total
1st Cycle	7th Class	55,922	10,522	26,989	93,433
	6th Class	38,649	7,157	23,536	69,342
	5th Class	28,295	5,149	19,881	53,325
	4th Class	24,598	3,981	17,553	46,132
2nd Cycle	3rd Class	9,838	994	15,378	26,210
	2nd Class	13,804	1,594	13,171	28,569
	1st Class	2,662	116	6,763	9,541

SOURCE: Annuaire Statistique de l'Enseignement, 1964-65

The First Cycle begins with the sixth year of schooling and corresponds in years to the junior high school in the U.S. Upon entering the First Cycle, the student chooses an academic or a vocational school. In each, the program is quite specialized, and is not accompanied by the extra-curricular activities known in U.S. schools.

Entrance to this Cycle is difficult, and is obtained only by presenting a graduation certificate of First Cycle education, and by successfully passing entrance examinations to the public schools; most private schools do not have an entrance examination. Another major obstacle, in the form of Baccalaureat I exams, is faced before the student can enter 1st Class. In 1964, only 8,939 passed--less than 25 percent of the 40,067 students who took this examination.

In secondary education, the number of classrooms is insufficient. Enrolment is around 20 percent of the population in the age group 11-18 years.

Figure 6.

Secondary School Enrolment[14]

Year	No. of Students in Public Schools	No. of Students in Private Schools	Total	% Enrolment of Age Group 11-18
1963	99,750	116,120	265,870	16.5%
1964	113,610	183,100	296,710	18.0%
1965	123,270	206,960	329,230	20.0%
1966	133,990	227,840	360,830	21.0%

Graduation from secondary school is attained through nationwide competitive examinations; success in these tests is marked by the obtainment of the Tui-Tai II (Baccalaureat II), which gives access to the university and to higher level civil service careers. The percent of those who are finally graduated from the seven-year secondary school program--perhaps 15 percent of those who enter--is extremely low.

The learning process in the schools is largely one of copying material into a notebook and endless memorization. There is little opportunity for problem solving or discussion (classrooms usually house an average of sixty students). There are some opportunities to observe science demonstrations, but even here the typical method is memorization.

Although fees for students are nominal in the public secondary school, most students are eliminated on the basis of highly selective national (state) examinations. A student passes or fails a year's work on the basis of the grades he receives in these essay-type examinations. Certain key points in the twelve-year system thus assume unusual importance. The first is the examination which permits the student to move from the primary to the secondary school; only approximately 16 percent of those attending the fifth year of school move into the secondary school. The nest major point is the Baccalaureat I examin-

ation at the end of the eleventh year; approximately 26 percent pass this examination.

Graduation from the secondary school is marked by the attainment of the Baccalaureat II degree.

The School and State Examinations

School Examinations. The school examinations are semi-annual examinations covering all subjects taught. Results of these are recorded in the academic booklet of each student and usually indicate: (1) marks and rank for each subject at each semi-annual examination, (2) average mark and final rank from both examinations, (3) awards received, and (4) teachers' remarks for each subject. This academic booklet is very important to the student and it must accompany his application for taking the state examination.

In addition to the semi-annual examinations, the student's homework is checked, and recitation and work done in classroom are taken into account. The institution issues a report on the achievement of each student at every quarter.

State Examinations. A special feature of the Vietnamese educational system is the existence of the state examinations. This underscores the paramount role of the central government in matters of national education. The bureaus of examination of both the Directorate of Secondary Education and the Directorate of Elementary Education are responsible for organizing the state examinations on a nation-wide scale. This involves: (1) selection of the boards of examiners, (2) selection of the examination centers, and (3) selection of the examination questions.

State examinations are given at the end of the fifth year (grade 1) in primary education, and at the end of the fourth (grade 4), second (grade 2), and first (grade 1) years in secondary education. The last two secondary examinations, called the Tu-Tai I and Tu-Tai II (Baccalaureat I and II), are given twice every year during the summer: the other lower examinations are held only once a year. To be eligible to take the Tu-Tai II examinations, students must have successfully passed the Tu-Tai I examination.

The examinations for the First Cycle of Secondary Education and the Tu-Tai I are written examinations, while the Parts I and LL or Tu-Tai II examinations are written with an additional oral examination in languages.

Candidates with an over-all score below 10 out of 20 in the First Part or Series of the Tu-Tai examinations are eliminated. However, they are allowed a second chance if the score is 6 or more out of 20. Candidates who pass the First Part or Series but fail the Second Part, have to retake only the Second Series at the second session which is given about two months later.

Grading System

Numerical grades rather than letter grades are used in all Vietnamese schools. Their values range from 0 to 20. But in order to fully understand

the meaning they convey and to review with objectivity the students' academic records, some technical information must be taken into full consideration: (1) importance of the over-all average score, and (2) importance of the ranking factor. To the Vietnamese school authorities, as well as to the students themselves, the over-all average score tells the story and is what everyone is really concerned with. No matter how low a mark may be in one or more subjects, if the student still maintains an acceptable over-all average score, he is still in good academic standing. Likewise, if he does not maintain an acceptable over-all average score in the graduation examinations, both school and state, he fails.

The concept of a passing grade is based on the over-all average score and not on the single score of each subject. Moreover, the passing grade is not always 10 out of 20. In secondary schools, for example, students with an over-all average of 9 or 9.5 instead of 10 may be promoted to the next higher class. In the classes where students have to take state examinations (such as 1st Cycle, Baccalaureat I and II), they are promoted only if they have passed the state examinations, regardless of how low or high their average class scores are.

The over-all average score, however, does not tell the admissions officer where the applicant stands in relation to his own group. A student may earn a low average score only because he attended a school with more severe practices than that of other schools. The reverse is also true. In order to ascertain whether a candidate for admission has promising qualities, some kind of check is necessary. This is provided by his relative position in his class. In some cases, the records presented will indicate the mark and rank for each subject. The raw scores alone can be misleading because, as is well known, grading differs from subject to subject, from teacher to teacher, and from school to school. An excellent paper in literature, composition, or philosophy can never be marked with a grade above 15 or 16 out of 20, while there is no restriction on grades for the mathematics and sciences subjects. A final element without which the ranking factor is meaningless is information about the size of the class.

Each candidate has to present to the board of examiners his individual academic booklet in which are recorded his courses of study, year by year, and the corresponding marks obtained in the examinations. Adult candidates, however, are exempted from this general requirement, and may prepare the desired examinations independently.

In 1960, out of 54,465 candidates who took the First Cycle Secondary Examinations, only 18.2 percent passed. In the same year, out of 15,992 candidates who took the Baccalaureat I examinations, 36 percent passed. The figure was 48.4 percent for the Baccalaureat II examinations. The percentage of successful candidates varies from year to year, depending upon (1) the degree of achievement of the candidates, (2) the degree of difficulty of the examination questions, and (3) the current policy adopted by the government (See Figure 7).

With the exception of some special cases, the Ministry of Education does

not issue grade reports to successful candidates. However, grade reports may be available to candidates who have failed, one month after the examination has been taken.

However, students who have successfully passed the examinations may know roughly their over-all average score based upon the mentions which follow their names on the passing list and on the actual diploma when finally issued by the Ministry of Education. Mentions are as follows:

1. Thu ranges from 10.00 to 11.90 (passable - passing)
2. Binh thu ranges from 12.00 to 13.90 (assez bien - cum laude)
3. Binh ranges from 14.00 to 15.90 (bien - magna cum laude)
4. Uu ranges from 16.00 to 20.00 (tres bien - summa cum laude)

Figure 7.

Percentage of Students Passing the Second Part of Baccalaureat

Academic Year	Total Number of Candidates Enroled	Passed	Percentage
1964-65	16,360	4,863	29.78
1965-66	16,649	7,103	42.72
1966-67	20,758	6,669	32.17

Number of Candidates Passing the Baccalaureat II with Rank Distinction

	Uu	Binh	Binh thu	Thu
1964-65	2	30	249	4,582
1965-66	25	191	871	6,016
1966-67	25	198	766	5,680

Reforming the Examination System

The National Convention on Education held in Saigon in 1964 examined the problems of the examinations and made some useful recommendations.

On November 30, 1965, a decree was enacted which enforced reforms of the present examination system. Very broadly, the Act of Examination suppresses all nation-wide examinations up to the Baccalaureat for all students who have pursued regular schooling. However, because many deficiencies still exist in the present educational system, some examinations or competitions are kept as a temporary measure. Provision has been made to eliminate the Baccalaureat I within three years. Also the competition at the entrance to secondary public schools will be in force until compulsory education may be raised to nine years (legally, it is now six years).

Promotion of students from one grade to the next will be decided solely on the basis of school performance. The keeping of school records has been

imposed on all schools--public and private. In view of Vietnam's changing society, the conception of education as a process for developing the individual's whole personality has been embodied in the school records. To encourage learning in the adult population, however, examinations at all grades still are to be available, but will be limited to adults who cannot attend any regular class. This measure is meant to allow a way of social promotion.

The Act of Examination Reform has not been without some opposition, mainly from the private schools. On the whole, though, the enlightened people accept it as a necessary, though drastic, measure.

Normal Schools

Elementary education teachers are trained in normal schools. Beginning with the academic year 1962-63, three normal schools were opened at Saigon, Vinh-long, and Qui-Nhon. The Saigon Normal School descends directly from the National Normal School established in 1955; it receives approximately 800 students annually. A demonstration school is attached to each normal school for student teachers to practice teaching.

Students are admitted upon a competitive examination. According to the latest reorganization in the year 1962-63, candidates must hold the Tu-Tai I. The study program lasts two academic years, and consists of subjects to be taught in primary schools and professional training. Theoretical and practical instruction constitute the two main aspects of the total curriculum. Every student-teacher must take the graduation examinations, and upon success, is awarded the Certificate of Pedagogic Aptitude (Certificate of Kha-Nang Su-Pham Cap Bo-Tu). This Certificate qualifies its holder as an elementary school teacher able to teach public primary school.

There are five normal schools currently in operation in Vietnam. The following are the goals of their curricula: (1) training prospective elementary school teachers, (2) organizing in-service training courses for teachers, and (3) undertaking research to experiment and apply new methods of teaching in various fields of elementary school teaching.

In the 1965-66 year there were reported to be 2,444 students following the two year program. In order to meet the shortage of primary teachers, accelerated programs consisting of a one-year course have been organized from time to time in the past.

All secondary teachers receive their formal training at the Faculties of Pedagogy. Students are admitted upon passing competitive examinations. Candidates must hold the Tu-Tai II for the regular section of study which requires three years of study; an accelerated program of study lasting one year is offered from time to time. Student teachers receive a monthly allowance, and are exempt from all university fees. They sigh a teaching agreement valid after their graduation

Teachers of the First Cycle of Secondary Education are enroled in the accelerated programs, while teachers of the Second Cycle of Secondary Education are trained in the regular three-year course. In addition, a Training Center for Secondary Teachers of the First Cycle was established in April, 1962. Civil

servants, civilians and students holding the Tu-Tai II may enroll at the Center. Classes are given in the evening by professors from the University of Saigon. The duration of study is two years, totaling 880 hours (10 hours per week). This Center trains a minimum of 300 teachers every year.

Technical and Vocational Secondary Schools

In 1965, Vietnam had a total of twenty-nine trade and vocational secondary schools, with a total of 7,466 students--approximately 2.2 percent of all secondary schools students enroled.[1]

Trade and industrial education is offered in apprentice schools and in technical schools. Apprentice schools provide a four-year program at the First Cycle level to prepare students for local trades and skilled crafts. Technical schools provide seven years of instruction, covering both the First and Second Cycles, for students going to the National Technical Center. 5,527 students attended the eight technical schools in 1965. In 1964, 100 of the 184 candidates who took the Technical Baccalaureate II Examinations were successful.[1]

In 1955, the government enacted the establishment of a Directorate of Technical Education at the Department of National Education. During the academic year 1955-56, the Diploma of Tu-Tai of Ky-Thuat or Technical Baccalaureat was created and recognized to be the equivalent of the classical Baccalaureat.

There were three vocational agricultural schools in 1965: the schools were located at Hue, Can-Tho (in the delta), and Bao-Loc (100 miles north of Saigon). Students are accepted to these schools upon completion of two years of secondary school and upon passing an entrance examination. They prepare Agricultural Agents in two years of basic First Cycle courses in agriculture, animal husbandry, forestry and fisheries, and farm engineering: they also prepare Agricultural Technicians and College of Agriculture students in three-year Second Cycle courses; recently a state examination in the agricultural Tu-Tai II has been established.

One thousand students were enroled in the vocational agricultural schools in 1965; by early 1966, enrolment had increased to 1,330 and 1,800 are expected to attend during the current year. Through February 1966, 1,052 students had graduated from the vocational agricultural schools. Some 800 students attended seventeen rural trade schools (First Cycle institutions at which students learn local trades, and can prepare for Second Cycle studies at the technical schools) in 1965.[1]

The National School of Commerce offers business education courses at the Second Cycle level. Entrance to the school requires a First Cycle Certificate and success in qualifying examinations. The School's graduates receive the Diploma of Business Studies, not the Tu-Tai II. The enrolment was 140 in 1965.[1]

The USAID Ohio University Contract Group is introducing business education courses into the curriculum of the Demonstration High School at Thu-Duc, which is attached to the Faculty of Pedagogy of the University of Saigon. The Thu-Duc school, and a similar one at Hue, are to be developed into Vietnam's first

truly comprehensive secondary schools.

Polytechnic schools are co-educational institutions offering courses in home economics and business education as well as trade and industrial courses. An entrance esamination is required and candidates must hold the First Cycle technical secondary school diploma. The duration of studies is three years of the Second Cycle of secondary education.

The teaching staff in vocational-technical schools is composed of two different types of groups: (1) general education teachers who are among the graduates of the Faculties of Pedagogy, and (2) shop and vocational training instructors who hold the Certificate of Industrial Training and have worked in industry.

Two Comprehensive Secondary Schools were opened in 1965. Ten more schools of this type are to be built. The two pilot Comprehensive Schools are placed under the control of the Faculties of Pedagogy and will be used for practice for the students of the Faculties.

Higher Education

The diploma of Tu-Tai II is required in order to continue study at the university level; first year students of specific faculties may be subjected to competitive entrance examinations.

Since there is generally no central registration at the various universities, the student may register in more than one faculty, and actually complete two programs simultaneously in some universities. This is possible since he enters without counseling from faculty members and because attendance at classes is not required except in the Faculties of Pedagogy and in the laboratory sections of science, medicine, and dentistry. The student cannot transfer from faculty to faculty but must enter each one as a new first-year student.

At the end of each academic year, examinations are given in each faculty; if the student is successful, he receives either a certificate or a statement of satisfactory achievement for each program. He is then admitted from year to year, to the next class. Upon successful completion of a university program, he is awarded either a diploma or a Cu-Nhan (licence), certifying the specific certificates which were earned.

Each faculty has been constituted as an autonomous unit and is independent of other faculties. Each has developed its programs without support from or collaboration with any other faculty within its university.

Courses offered by publicly-supported institutions of higher education are free for those found qualified for admission. There are some basic fees, such as registration, library and medical fees. The school year begins in August and closes in May. Disregarding the holidays, such as the Lunar New Year which lasts for two weeks, the university is in operation during thirty-two weeks of the year.

Courses leading to a Cu-Nhan or an equivalent degree generally require

three to four years. The next and highest university degree is the Tien-Si (doctorate) which varies in terms of time requirements. Normally a doctoral candidate must first hold two certificates of advanced studies which require at least two years of study beyond the Cu-Nhan. The Faculties of Medicine, however, offer courses leading directly to the medical doctorate (Bao-Si) in seven years, including a one-year premedical program.

As a tradition, there are no periodic tests or semi-annual examinations for university students. The all-important requirement for every student is to sit for the year-end examinations in both written and oral sections. Students with an average score, generally 10 out of 20, are declared "passed" and awarded a certificate admitting them to the next higher class. Those who fail are permitted a second try some time prior to the opening of the next school year.

The learning process is similar to that of secondary schools. The lecture method prevails mainly in the Faculties of Law and Letters; in the science and language section, more practical and active methods are used. Coursework consists mainly of memorization of notes and taking an examination. Personal contact with an instructor is infrequent. The students can often obtain lecture notes which are printed and sold by student organizations. Typically, textbooks are not used in classes. In the libraries of the various faculties the books are usually written in French or English and a small number of Vietnamese books are also available. Many of the books are out-dates and of little value in passing the year's end examination.

Each university is headed by a rector appointed by presidential decree upon recommendation of the Secretary of State for National Education. The rector is assisted by a university council in all affairs regarding the university's operation.

Each university is made up of a number of faculties, higher schools, and institutes. Each faculty is headed by a dean and each higher school or institute by a director. Administrative services at each faculty and school are carries out by the office of the faculty secretary or school secretary.

Vietnam's Five Universities

THE UNIVERSITY OF SAIGON

This institution traces its history back to the Indochinese University founded at Hanoi in 1917. The latter was reorganized into a Franco-Vietnamese university and given the name of the University of Hanoi in 1949. In 1955, following the exodus of most of the students and professors to the South, the National University of Vietnam was organized in Saigon. Two years later, in 1957, when a "national" university was founded at Hue, the name was changed to the University of Saigon. At present, the University of Saigon is comprised of Faculties of Letters, Law, Science, Pharmacy, Medicine, Architecture, Pedagogy, and Dentistry.

At the beginning of the school year 1955-56, there were 2,841 students

of both sexes enroled in the various faculties. Characterized by a very rapid growth in student population, the University of Saigon overshadows the entire educational system with an enrolment of 26,521. Enrolment by faculties in 1966-67 was:

Letters	7,882	Medicine	1,353
Law	7,482	Architecture	1,084
Science	4,854	Pedagogy	814
Pharmacy	2,880	Dentistry	173

Faculty of Law. Enrolment figures show 5,885 first year students, 1,177 second year (of which 651 are registered under the old program and 525 under the new four-year program), and 420 third year students for a total of 7,482. The Ministry of Education requires the Faculty of Law to admit all applicants who hold a Tu-Tai II diploma with specialization in any of the four sections.

The Faculty of Law offers programs of studies leading to the Licence in Law (Cu-Nhan Luat-Khoa) and Doctorate in Law (Tien-Si); the Licence requires three certificates (three years) while the Doctorate requires two additional years and a thesis. According to the programs of study booklet the new four-year programs started with the current academic year. The doctoral program requires certificates of advanced studies in private law, public law and political economy.

A lower level of study has been available in the past for persons not holding the Tu-Tai II. This program known as Capacity of Law (Nang-Luc Luat-Hoc) required two years of study.

Faculty of Pharmacy. Beginning in the year 1965, students admitted to the first class were required to pass an entrance examination in physics, chemistry, and a foreign language (either English or French) in addition to presenting the Tu-Tai II with specialization in either mathematics or experimental sciences. In the 1966-67 year 399 applicants were admitted out of a total of 4,028. Prior to the establishment of the entrance examinations only approximately 10 percent of the first year class passed to the second year class, whereas 50 percent of those admitted in 1965 passed to the second year.

The program consists of five years with the first year spent in an apprenticeship program at a pharmacy. The remaining four years are devoted to courses in both theoretical and practical training.

Students are required to take three year-end examinations in their first, second, and third years of study and three probationary examinations in their fourth academic year. The Degree of National Pharmacist (Duoc-Si Quoc-Gia) is conferred upon those completing the curriculum and passing all of the six examinations.

Faculty of Science. The Faculty of Science has an enrolment of approximately 4,854; of this number 3,700 are students who are actually registered as full-time students. This Faculty serves as a service department for the Faculty of Pedagogy, the Faculty of Medicine (first year laboratory work for 200 students), and the Faculty of Dentistry (first year laboratory work for sixty students). Admission to the Faculty of Science is limited to students holding the

Tu-Tai with specialization in either mathematics or experimental sciences.

Transfers to the Faculty of Science are not accepted; however, a third year medical student may transfer as a second year science student, thereby exempting him from the preparatory year. This is one of the rare exceptions of transfers from one faculty to another.

The curriculum is varied and highly technical. Besides the premedical program and the three first year programs of physics, chemistry and natural sciences (S.P.C.N.), mathematics, physics and chemistry (M.P.C.), and general mathematics and physics (M.G. and P.) for sciences majors; there are also courses in general mathematics, rational mechanics, differential and integral calculus, general physiology, general physics, general chemistry, general botany, general zoology, general geology, advanced mathematics, and mathematical methods in physics.

In order to qualify for the Licence in Mathematics, Physical or Natural Sciences (Cu-Nhan Khoa-Hoc), a student must obtain four appropriate certificates. Post-graduate studies may lead to either a Diploma in Advanced Studies (after approximately one year) or the Doctorate in Sciences (Tien-Si Khoa-Hoc) generally after three or four years.

Faculty of Pedagogy. Difficult competitive examinations are held each year to select student-teachers for admission. The Ministry of Education and the faculty of pedagogy cooperate in a program of admissions. The Minister, and the Director of Secondary Education, determine the number of teachers needed in the respective areas and limit the enrolment. The program of studies required three years until the beginning of the 1963-64 year at which time a preparatory year was added where the student enroled in either the Faculties of Science or Letters for that initial year. Students may enroll in one of the following eight sections: Sino-Vietnamese literature, philosophy, history-geography, physics-chemistry, mathematics, natural sciences, French or English. A Diploma of Graduation is awarded upon completion of the program and the passing of a graduation examination. Successful students are awarded the Diploma Tot-Nghiep Dai-hoc Su-Pham.

Faculty of Letters. It requires a preparatory year (first year), specializing in the humanities plus four individual certificates in the appropriate departments (sections): Vietnamese literature, Vietnamese language and writing, Chinese literature, Eastern philosophy, Western philosophy, history and geography, Anglo-American studies, French studies or sociology.

The Licenciate in Letters are of two types: (1) The Licence Libre (Cu-Nhan Van-Khoa Tu-Do) of which the Certificate in Vietnamese Literature is the only required Certificate, the other ones are left to the student's choice, and (2) the Licence d'Enseignement (Cu-Nhan Van-Khoa Giao-Khoa) in which all four certificates after the preparatory year are obligatory; this degree includes nine areas of concentration: (1) Vietnamese, (2) Chinese, (3) Sino-Vietnamese, (4) philosophy, (5) history, (6) geography, (7) history-geography, (8) English, and (9) French.

Faculty of Medicine. More than 3,000 students applied for admission to the preparatory year in 1966-67 and took the competitive examination required

for admission. Of this number, 300 passed and 200 were admitted. The Faculty of Medicine is on a two semester system with examinations given at the end of the first year.

The Faculty of Medicine actually has two departments--medicine and dentistry. The Department of Medicine requires a premedical program, under which, during the first year, the student used to have to take courses in physics, chemistry, and biology (P.C.B.) at the Faculty of Sciences, then complete six years of medical education before being eligible to submit his M.D. thesis.

As of the academic year 1962-63, the P.C.B. program has been abolished and replaced by a premedical year to which the students gain admission through entrance examinations and at the end of which they have to pass examinations--newly introduced subjects are genetics, mathematics, applied psychology, foreign languages--in order to enter the first year of Medical School. The Medical school program requires six years and leads to the degree of Doctor of Medicine (Y-Khoa Bac-Si).

Faculty of Dentistry. The Faculty offers a five year program leading to the degree of Dental Surgeon (Nha-Si Quoc-Gia); the first year is considered a preparatory year.

Applicants for admission must hold the Tu-Tai II in any of the four specializations and must pass an entrance examination to enroll in the preparatory year. These examinations are prepared, administered, and corrected by the Faculty of Science. In the 1966-67 year approximately 450 took the examination and only the top 50 were admitted.[7]

Higher School of Architecture. The Higher School of Architecture offers three discinct programs which vary in terms of entrance requirements, length, and type of completion certificate awarded. The architecture section, a six year program, and the urban studies section, a three year program, require the Tu-Tai II with any specialization for admission. The architectural technician section, a three-year program, requires only the Tu-Tai I, but in addition candidates must pass an entrance examination covering drawing, sketching, geometry and algebra.

The University of Hue

A presidential decree of March 1, 1957, created the University of Hue. This institution was given a special responsibility for developing Vietnamese culture, as well as providing a needed institution of higher learning for Central Vietnam. When the University was officially opened by the President of the Republic in the fall of 1957, with four sections, pedagogy, letters, law, and sciences, it had an enrolment of 250. As of 1958-59 the four sections were changed to four full-fledged faculties, and several certificates were offered for the first time.

An Institute of Sinology was also created during the academic year 1959-60,

providing for a five year program of studies. In the academic year 1960-61, a faculty of medicine was added.

The student body at the University of Hue in 1961-62 numbered 2,102, distributed as follows: law 172, sciences 967, letters 554, pedagogy 220, sinology 140, and medicine 49. Enrolment figures obtained for the 1966-67 year were: law 629, science 1,193, letters 1,015, pedagogy 250, medicine 218 for a total of 3,305.

Entrance examinations are required for the Faculties of Pedagogy and Medicine. The Faculties of Law, Science, and Letters require only the Tu-Tai II for admission.

Dalat University

Dalat University is the first private university in Vietnam and is supported by the Catholic Church under sponsorship of all the bishops in Vietnam. It is located approximately two hundred miles from Saigon. It has maintained a close relationship with the Vietnamese government and has received considerable financial assistance. There are non-Catholics on the staff and in the student body. The University actually started its operation in 1958 and received its charder in 1960; admissions are based on the Tu-Tai II and entrance examinations. Attendance, as well as class size, is controlled in most of the courses.

Dalat University started at the secondary level with most of the teachers coming from the French-run Lycee Yersin. The university has since expanded and added letters to a predominantly science curriculum. The language of instruction has mainly been French in most sections, but the Faculty of Pedagogy program of studies is given in Vietnamese.

The University of Van Hanh

The University of Van Hanh was established in 1964 by the Buddhists. This private institution emphasizes ancient and modern languages, oriental studies, Buddhist philosophy and a concept of social service. Its current enrolment is 1,200 students.

The University is made up of a Faculty of Buddhist Studies and Oriental Philosophy, a Faculty of Letters and Human Science, a language center, and beginning with the current 1967-68 academic year, a Faculty of Social Sciences. The new Faculty of Social Sciences program will consist of two years of general studies followed by two years of specialization.

The first degree offered will be the licence and it will require four years of study. There are presently thirty instructors associated with the institution; four are teaching on a full-time basis.

Students may register in two faculties at the same time, and the best students may even be able to obtain two degrees simultaneously within the

normal time required for one degree. Admission is granted on the basis of the Tu-Tai II; no entrance examinations have been established at the present time.

The academic year is divided into two sessions--the fall and the spring--each one lasts four months. Examinations are given at the end of each session or term and promotion is based on the average of the two examinations. Failure means repetition of the entire year or dropping out.

The University of Can Tho.

The fifth and newest university is a public institution which was established at Can Tho in 1966. Serving the needs of the Mekong Delta, this new university opened its door to 983 students who attend four faculties: Faculty of Law and Social Science, 355; Faculty of Science, 163; Faculty of Letters, 222; and Faculty of Pedagogy, 243 (distributed between letters and sciences in the preparatory year).

Admission is granted to holders of the Tu-Tai II although candidates must meet special requirements for each faculty.

The Faculties of Pedagogy, and Agriculture, are planned for the future and will require entrance examinations in addition to the Tu-Tai II.

Registration is conducted twice a year. Students may not enroll in more than one faculty except by special authorization.

General Registration Procedures for All Universities

Once a student has been admitted to any particular faculty and has been so recorded in the office of the secretary-general of that faculty the remaining details of registration are rather simple. He is required to file a personal data form, in duplicate, which may be done prior to registration time. The form is the same in content for all the faculties. The essential part of registration is the payment of fees. The identification card issued at the time of payment of fees indicated the faculty in which the student is registered, along with the course and the year. There is no need for registration in individual subjects as the course and year determine the subjects in which the student will be registered. In some faculties a second registration for the last half of the year is required, but in most instances this is merely a repetition of the payment of fees. With one exception, students are not allowed to transfer from one faculty to another.

General Procedures in Record Maintenance

Record maintenance in the five universities varies with the respective institutions. In the University of Saigon it is highly decentralized. The secretary-generals of the several faculties under the supervision of the deans are responsible for the academic records and supporting credentials. The Fac-

ulties of Law and Medicine at the University of Hue maintain separate records while records for Letters and Pedagogy are centralized under the supervision of the chief of the bureau of registration and academic affairs, who is responsible to the rector. The records at the Universities at Can Tho, Dalat, and Van Hanh are centralized under the supervision of the chief of the bureau of academic affairs, the chief of the bureau of educational affairs, and the special secretary of the rectorate respectively. These individuals are responsible to the rectors of each of these institutions.

Figure 8.

Enrolment in Higher Education 1964-65[1]

The following statistics give enrolment figures for higher education in 1964-65:

University of Saigon	19,069
University of Hue	3,538
University of Dalat	1,515
	24,122

The total was 23,907 in 1965-66.

The 5 Normal Schools	2,251
National Institute of Administration	1,450
National Technical Center	606
College of Agriculture	260
Vocational Teacher Training	94
	28,783

The total was 29,221 in 1965-66.

Enrolment figures can be misleading since attendance in class is normally not compulsory, and the drop-out rate (as many as one-third of the students enroled in the Faculties of Law are expected to drop out during the first year, another 10 percent the second year, and so on) is high. Relatively few of the total ever graduate. In some faculties only 50 percent of the students registered actually take the final examinations.

Other Institutions of Higher Learning

There are four additional institutions, all located in Saigon, which offer university-level programs of study but which are independent of the University of Saigon. These include: the College of Agriculture, Forestry, and Animal Science; the National Institute of Administration; the National Technical Center and the vocational teacher training at the Phu Tho Polytechnic School.

The College of Agriculture, Forestry, and Animal Science

This College grew out of the secondary agricultural school at Bao Loc.

In 1959 the Vietnamese government officially raised the school standing from that of a senior high school to college level, and added three years to the program. The three years of instruction consisted of two and one half years of classroom work and an half year of practical training. Sixty students were enroled in the beginning class at the college level.

Due to the security situation at Bao Loc, the decision was made early in 1962 to move the College portion of the program to Saigon. Plans have been made to move the College to a new campus at Thu Duc, on the Bien Hoa Highway about nine miles outside of the city limits of Saigon. This is to be the new campus of the National University of Vietnam, which includes the Faculties of Letters, Law, Pharmacy, Dentistry, Sciences, Architecture, and Pedagogy.

In the academic year 1966-67, enrolment in the College totaled 386, as follows.

First year students	129
Agriculture	133
Forestry	57
Animal Science	67

The record of student enrolment in the College is as follows:

	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
1st. yr.	60	60	60	60	100	120	108	129
2nd. yr.	0	46	50	45	55	80	110	78
3rd. yr.	0	0	46	52	45	55	84	97
4th. yr.	0	0	0	0	0	0	0	82
Total	60	106	156	157	200	255	302	386

The degree program in the College requires four years of study, the first year being the same for all students. The courses now taken during the first year are mathematics, physics, chemistry, geology, plant biology, animal biology, general economics, and either English or French. This program requires 18 to 20 hours per week in class and 10 to 12 hours per week in the laboratory.

After the first year, separate and special programs are available for majors in the three Departments of Plant Scinece (Agriculture), Forestry, and Animal Science. Diplomas in agricultural engineering, forestry engineering, and engineering in animal husbandry are awarded.

National Institute of Administration

The National Institute of Administration is under the direct control of the Presidency of the Republic. The Board of Administration is composed of representatives from various government departments, and its chairman is the representative of the President. The rector and the vice-rector of the Institute are appointed by the President.

Since August, 1955, a National Institution of Public Administration has been in operation in Saigon. It replaced the former National School of Administration which was established in April, 1952, in Dalat. This Institution is aimed at training officials to run the entire administrative set-up in Vietnam.

Courses in principles of government, economics, and finance are offered. In addition, there are refresher courses for civil servants as well as evening basic courses for people from all walks of life.

Admission to the three-year program is gained on the basis of the Tu-Tai II and successful competition in entrance examinations. The future civil servant receives a monthly scholarship during his three years of training. After his first year, devoted to basic training, the student selects a specialization either in administration or in economics and finance. During the third year, the student makes three tours of duty in government offices. Each of these tours lasts two and a half months, and at their end the student spends two and a half months of study at the Institute prior to the last of the three year-end examinations. Upon successfully passing these final examinations, he is awarded the Diploma of Graduation and commissioned by the Directorate General of Civil Service in one of the high-level administrative cadres.

The National Technical Center

Engineering education at the college level is offered at three engineering colleges. They are the School of Public Works, the School of Electrical Engineering, and the National School of Industrial Engineering, all which are part of the National Technical Center which is located at Phu Tho, approximately four miles from Saigon. The three schools comprising the National Technical Center have varied histories. The Higher School of Public Works has a long tradition. It was created in 1911 at Hanoi, then reopened at Saigon in 1947. The Higher School of Electricity descends from the Radio-Electricity School created in 1947; it took its present name in 1957. The National School of Industrial Engineering was created in 1956.

Students are admitted through a competitive examination. Candidates for admission to the technician's programs must hold the First Cycle of Secondary Education diploma. Candidates for admission to the engineering programs must hold the Tu-Tai II, either technical or an academic one with specialization in mathematics or in experimental sciences. Holders of a certificate of general mathematics or the equivalent are admitted to the second year of the engineering program under a special examination.

Programs for technicians are three years in length while a four-year program of studies and training is required for all engineering students. The first two years consist of courses in basic scientific information. Beginning with the third year, students are oriented to their specialization. Each academic year is composed of 32 weeks of 28 to 42 hours each.

Students are required to take the semi-annual and year-end examinations. They are promoted to the next higher class only on the basis of a minimum satisfactory score, which is set at 12 out of 20 for the first two years in all programs, and at 14 out of 20 for the last two years of the engineering programs. In 1964-65 there were 606 students pursuing programs.

Each higher technical school is placed under the authority of a director assisted by a supervisor. The whole group of schools is placed under the Director of the National Technical Center, who is responsible to the Board of Administration for the operation of the Center.

Higher Vocational Training is offered by the Vocational Teacher Training Section of the Phu-Tho Trade School (94 students in 1964-65). It trains teachers for the secondary level trade schools. The First Cycle teachers study for two years, the Second Cycle teachers for four. Those enroled must hold the Tu-Tai II.

Of all the students enroled in institutions of higher education, a very small number (960 in 1964-65 and 1,420 in 1965-66) were studying at technical and vocational colleges. And only about one-quarter of these are training to be of assistance in agriculture.

Books in Higher Education

The traditions and practices of the Vietnamese university system severely restrict the higher education book market. Textbooks of any kind are seldom used. Instead there is still wide adherence to the classical nineteenth century European-type lecture with note taking and rote memorization the major methods of study.

In some areas, Vietnam is reaching the pre-textbook stage in which professors mimeograph and sell their lecture notes. The Asia Foundation has helped Dalat University students to overcome the textbook lack by providing a mimeograph machine upon which lecture notes can be mimeographed; the sale proceeds are contributed to the student fund. The project has already covered the Faculty of Political, Economic and Administrative Sciences, and is now working on lecture notes of the Faculty of Letters.

University Libraries

University of Saigon--the library serving the Faculty of Law includes approximately 10,000 books and twenty professional journals. There is no budget appropriated, and gifts represent the library's main source of books. Very few new books can be ordered (about 100 were purchased in the 1965 year) and when they are, they are usually in French and are purchased directly from France. The Dean of the Faculty reports that second language fluency does not constitute a serious problem for students because they know some French or English when they enter, and law is capable of being fully codified, studied, and handled in Vietnamese. Seventy percent of the books in the Faculty of Law Library are in French, 20 percent in English, and the remainder in Vietnamese. In the absense of law textbooks, students rely on lecture notes and/or books that can be found in the library.

University of Saigon Faculty of Medicine Library includes 6,000 books in French, 2,500 English titles, and receives 276 periodicals, of which little more than half are in English. A few microfilms from France have been received, and a limited number of textbooks are available. Most materials now in the library represent gifts. The Faculty of Medicine requires a fairly thorough knowledge of French and/or English on the part of its students.

The library serving the Faculty of Pedagogy includes approximately 13,000 volumes and 50 separate sets of journals. About 60 percent of the book collection is in English, 30 percent in French, and 10 percent in Vietnamese.

the library is fully classified by the Dewey Decimal classification. Like other Saigon faculty libraries, the Library of Pedagogy has not received a regular budget; it obtains most of its books as gifts from USAID, the Asia Foundation, and the French Cultural Mission.

The American government, the French government, Asia Foundation, UNESCO and other countries and agencies have made a substantial contribution to higher education. USAID has played an important role by providing advisory services, professional survey, staff training, university contract teams, physical facilities and instructional material such as books and laboratory equipment. Probably the most significant contributions have been in participant training and in advisory services primarily through university contract teams. Participants have been sent in a wide variety of fields but particularly in the sciences, social sciences, engineering and education fields.

Contracts currently in operation include: (1) Ohio University with the Faculty of Pedagogy in secondary teacher training; (2) Southern Illinois University with the Saigon Normal School and the Faculty of Pedagogy in elementary teacher training; (3) Wisconsin State University which conducted a survey of higher education; (4) the American Medical Association, utilizing the services of eight universities, is working with the Faculty of Medicine, University of Saigon, and (5) the American Dental Association, utilizing university staff members, is working with the Faculty of Dentistry.

Contracts are under consideration in the fields of agriculture and engineering. University teams have completed feasibility studies. Advisory teams in all likelihood should be employed in the National Technical Center and the College of Agriculture in 1968.

The Five Year Plan (1966-70) for the Development of Education

The main objectives include:

(1) The school enrolment ratio in primary school will be raised from 65 percent (now) to 85 percent (in five years)--population growth being taken into account. Most of the new schools will be built in the hamlets, so that there will be at least one school in every hamlet.

(2) The secondary education facilities will be expanded so as to accept in five years 40 percent of the children who have finished primary education. Now only about 20 percent may be accepted. The curriculum will be modified so as to change the present system of education into a comprehensive and more practical type of education: agriculture, technology and business information will be introduced into the school program. Youth activities will be introduced and promoted.

(3) Entrance examination or guidance will be instituted in order to reduce the number of failures and drop-outs.

(4) Technical and agricultural education will be entirely reorganized so as to include post-graduate studies and permit better specialization. The objective is an increase of 30 percent in the number of technical and agricultural schools in five years.

(5) Adult education, with its double goal, literacy and permanent education, will be a major project and a national program. Most of it will be carried out by the use of educational television.

(6) The formation of teaching cadres will follow these development trends: (a) All five normal schools existing now will be transformed into normal community schools. Each one will be enlarged to receive 20 percent more students. Five other normal schools will be constructed under the five year plan, and (b) Enrolments of the two Faculties of Pedagogy (Saigon and Hue), now producing 300 secondary teachers a year, will be increased to 1,200 with the facilities offered by new constructions.

(7) The production of textbooks and instructional materials will be self-sufficient in five years. Plans are being formulated so that mass production of instructional materials may be done on a regional basis instead of a national one.

(8) In order to remedy the deficient situation in agricultural training at the lower level, it has been decided to give a broader basis for agricultural education by diffusing it into the primary schools. Provisions have been made to transform 700 to 900 primary schools into community schools which will be of four types: (1) metropolitan, (2) rural, (3) highlands, and (4) coastal. Agriculture, forestry, cattle raising and fishery will be taught extensively in the last three types of community schools, according to local interest. In addition, 18 million piasters ($160,000) have been set aside for the construction of an Institute of Agriculture at Thu-Duc in the neighborhood of Saigon, at the new university campus.

THE KINGDOM OF CAMBODIA

The kingdom's total population is estimated at about 6 million. Most of the people are Cambodians or ethnic Khmers, but there are minority groups consisting of approximately 300,000 Chinese, 400,000 Vietnamese, 85,000 Chams (Moslems of early Indonesian stock); an estimated 50,000 tribesmen of Khmer-Mon and Malayo-Polynesian stock; and 5,000 Europeans. The population is composed primarily of village-oriented farmers, and there is a lack of trained and experienced administrators.

History

As early as the thirteenth century, Cambodia had an educational system under which young boys (but not girls) were sent to temple schools where monks taught them to read and write Khmer and instructed them in the sacred writings of Buddhism--the Sutras--and in simple manual arts. The aim of the student was to learn Buddhist doctrine and to practice it in order to acquire merit. By the time the French Protectorate was established in 1864, temple schools existed in every village and provided virtually the only type of education available.

Modern education was introduced gradually. In 1867, only three years after the establishment of the Protectorate, King Norodom set up a school where French was taught to children of the royal family. In 1873 the first French school was opened in Phnom Penh, and during the course of the next twenty years, primary schools were established in some provincial capitals.

In 1893 the French authorities founded the College du Protectorat (which became the Lycee Sisowath in 1935) for the purpose of training lower-ranking Cambodian civil servants. The Practical School of Industry (now the Technical College) was founded at Phnom Penh in 1903.

Public education had its start in 1911 when King Sisowath issued the first decree on compulsory education, obligating parents to send their sons at the age of eight to the temple schools to learn to read, write, and count. Shortly thereafter state schools--designated as Franco-Cambodian schools--began to be established. In theory, girls as well as boys could attend these schools, but in practice, few girls did so.

In 1916 another royal edict, supplementing the first, was issued. It directed the parents living within one and one-half miles of a Franco-Cambodian school--of which there were twenty-nine in nine provinces--to send their sons to these schools as soon as they reached ten years of age.

In 1917 the Cambodian School of Administration (which later became the National Institute of Legal and Economic Studies) was established to train boys for the higher ranks of civil service. Various other educational institutions had also been started by this time in order to meet immediate problems confronting the authorities, but Cambodia still had no established secular educational system.

In 1917 Albert Sarrant, the Governor-General of French Indochina approved a new plan aimed at establishing a permanent educational system in Cambodia as a

part of the French educational system for all Indochina. All previous regulations were abolished, and the Director-General of Education in Hanoi was given overall responsibility for education in Indochina and was to administer it with the assistance of the heads of education of the member countries. The present-day educational system of Cambodia is basically the same as the one established at that time.

According to the 1917 plan, Cambodian children were to have an education system similar to that available in France. The system was to consist of six years of primary school, followed first by four years of advanced primary school and then by a three year secondary course. At the end of the thirteen years, students were to be given an examination equivalent to the French baccalaureat. Upon successful completion of the examination, they would be permitted to enter universities in Indochina and France.

In 1924 an experimental school was opened in Kampot Province with a view to reforming the temple schools by instructing monks in modern European teaching methods. By 1930 a few monk-teachers had been trained and sent to teach at certain local temples, which became known as modernized temple schools. The curriculum offered in such schools was basically the same as that of the state primary schools except that no French was taught. The standards of teaching was satisfactory but not as high as that of the state schools.

The experiment proved successful. As an extension of the traditional system, the modernized temple school won the approval of many parents. The French authorities were also pleased to have modern education gaining an acceptance in the country, and modernization of the temple schools spread rapidly, with about a hundred new ones opening each year.

Despite the success of the modernized temple schools, the French educators did not consider them to be the ultimate solution to the educational problems. One drawback was that girls were excluded from such schools. Another difficulty was that many monks left the monastic system after having received training to teach. Although the modernization process was continued, the French authorities planned eventually to transform all modernized temple schools into state schools.

During World War II a nationalist movement developed in Cambodia, it quickened in the post-war years and resulted in the achievement of independence in 1953. Throughout this period an ever-increasing enthusiasm for education was shown as it became evident that trained personnel would be needed to carry on the functions formerly the responsibility of the French and Vietnamese brought in by the French to fill many civil service positions. The government remained financially unable to satisfy its people's demand for learning, although these years were characterized by an increase in the number of facilities. In general, the government attempted to continue and expand the French school system, and between 1947 and 1951 about a hundred modernized temple schools were converted to state schools.

Pre-University Education Today

Education today is free at all levels. Responsibility for its administration is vested in the Ministry of National Education. Primary schools come under the Directorate of Primary Education. Secondary schools are administered by two sep-

arate directorates assisted by two technical councils: the Directorate of Secondary and Higher Education, which is also responsible for teacher training, and the Directorate of Vocational and Technical Education. Certain specialized technical schools come directly under the Ministry of Public Works and the Ministry of Agriculture.

Primary Education

Primary education is divided into two cycles of three years each. At the end of the First Cycle--in the elementary primary school--pupils take the state examination for the certificat d'etudes primaires elementaires. Those who successfully complete the Second Cycle--the complementary primary school--receive the certificat d'etudes primaires complementaires.

Primary education is offered to boys also at the First Cycle in the ecole de Pagode Renovee, which is attached to a pagoda and staffed by Buddhist monks.

In the state schools, where both boys and girls may attend after they are six years old, the curriculum is composed of ethics, civics, history, arithmetic, geography, science and hygiene, Khmer and French languages, manual work, and physical training. Lessons are given in Khmer and French is begun in the third year. The academic year is from September to June.

Since 1953 the number of pupils in state primary schools has increased steadily, while the enrollment in temple schools has decreased slightly. A total of 248,942 students were enrolled in public primary schools in 1953; of these 173,421 were in state schools and 75,521 in temple schools. In 1962 a total of 563,122 students were enrolled in public primary schools, and of these, 492,894 were in state schools and 70,228 in temple schools. In 1962 there were 3,534 public primary schools. Of these 2,084 were state schools, 1,436 were temple schools, and fourteen were special model state schools.

Secondary Education

In order to study in the public secondary schools, students must first complete the two primary school cycles, earn the certificat d'etudes primaires complementaires and pass a competitive entrance examination. Candidates for the entrance to secondary schools must be between eleven and sixteen years of age during the year when they sit for the examinations. The number of vacancies in the state schools is fixed by a ministerial order and approved by the Council of Ministers. General secondary education is offered at the state colleges and lycees; technical secondary education is given at specialized state technical and vocational schools and at the teacher training schools.

General Secondary Schools. General secondary education is offered as a seven-year course divided into two main cycles of four and three years, respectively. Two schools--the Lycee Descartes and the Lycee Sisowath--offer both cycles, but the first four-year cycle is normally offered in institutions known as colleges and the second three-year cycle in secondary schools called lycees.

At the end of the college cycle, students are required to take a state examination. Successful candidates are awarded the diploma d'etudes secondaires du premier cycle.

The lycee cycle is also divided into two parts, the first of two years' duration and the second of one year. At the end of each part, the students again are subjected to take state examinations. Those who pass the examination given upon completion of the first part are awarded the first baccalaureat, those who pass the second part are awarded the second baccalaureat.

State examinations for the first and second baccalaureat are given twice annually, and students may make application to take them whenever they feel prepared. It is reported that in 1961-62 the Ministry of National Education received about 1,800 applications for the first part but only about 580 students actually took it. Of these, about 300 passed.

In 1962, there were nine state lycees and 37 state colleges. Together they accommodated 26,119 students. This represents tremendous achievement, for in 1953 there were only 2,417 students in all the public secondary schools then available. In 1961-62 28,000 applications for admission to the First Cycle of General Secondary School were made, and it is reported that only 7,000 could be accommodated in the state schools.

Vocational and Technical Schools

Vocational and technical schooling has never been very popular. In 1952, for example, only 242 students were enrolled in such schools. Traditional distaste for manual labor, reinforced by French emphasis on the value of classical education, accounts for much of this feeling.

Since independence, with the needs of the new nation in mind, the authorities have placed greater emphasis on vocational and technical education and students have been encouraged to pursue these courses. More such specialized schools at the secondary level have been made available, and in 1962 they had combined enrolment of 1,334 students. The National School of Arts and Crafts was established in 1957 to meet the needs of the growing industries for trained workers.

Students can pursue two courses of study. The first is designed to produce skilled workers in such areas as general mechanics, carpentry, electricity, automobile engineering, radio and metal working. The second course of study, emphasizing mathematics and science, prepares students for engineering studies at the university level. Students are recruited by competitive examination from persons 18 years of age who have completed both cycles of primary education.

Other technical training is offered at the Technical College in Phnom Penh and at the Kompong Cham Technical College. Both institutions require that applicants must have completed both cycles of primary education.

The National Teacher Training Institute was established in 1925 in the college of what is now the Lycee Sisowath. Since then, it has been reorganized as an independent school in Phnom Penh. Applicants must have completed both cycles of primary school. The course extends over seven years and is designed to provide teacher training along with general education which is at least equal to that given in the general secondary schools. The curriculm consists of Khmer, French, English, history, geography, physics, mathematics, and natural sciences. Graduates are prepared to teach in the First Cycle of secondary school.

The Primary Teachers Training Center in Kompong Kantuot in Kandal Province was established in 1957 to provide training for primary school teachers of both sexes. The first class was graduated in 1961.

Two schools are administered by the Ministry of Agriculture. The National School of Agriculture, Animal Husbandry and Forestry in Phnom Penh requires ten years of schooling before entrance and offers a three-year course in agriculture stock raising and epizootic diseases, forestry, rural crafts, and fishing. The Prek Leap School of Agriculture offers agricultural training at the lower level. Here agriculture agents are trained, and farmers are instructed in modern methods of cultivation.

The Ministry of Public Works and Communications administers the School for Assistant Engineers and the School for Railway Apprentices. One school is under the Ministry of Social Affairs and Labor: this is the Preak Sihanouk Center for Manual Education, which teaches mechanics, iron workers, carpenters, masons, and tailors.

Higher Education

Higher education is provided in the Faculty of Law, the Faculty of Letters, the Faculty of Science, the Faculty of Medicine, the Institut National Pedagogique, the Ecole Nationale de Commerce and the Ecole Royale d'Administration. Since the beginning of 1962 the first five institutions have constituted the Royal Khmer University at Phnom Penh.

The first institution to offer studies at higher level in Cambodia was the Faculty of Law established in 1949 as the National Institute of Legal, Political and Economic Studies. The Faculty of Medicine was originally established as a school for health technicians in 1946; in 1953 it was officially constituted as the Faculte Royale de Medecine de Cambodge; since 1955 it has offered a full medical course leading to the degree of doctor of medicine. The Ecole Royale d'Administration was created in 1956, the Faculty of Science in 1959, and the Faculty of Letters in 1960. The Institut National Pedagogique was formerly a secondary-level teacher training school, it achieved its new status in 1958, and the Ecole Nationale de Commerce also began to offer studies at higher level in 1958.

The Ministry of National Education has over-all jurisdiction of all the institutions of the Royal Khmer University. The Faculty of Medicine, however, although legally forming part of the University, comes under the joint jurisdiction of the Ministries of National Education and of Public Health. The Ecole Royale d'Administration comes directly under the Prime Minister's Office, and the Ecole Nationale de Commerce under the Directorate of Technical and Vocational Education. Higher education is entirely financed by the state.

University Institutions

The Royal Khmer University is composed of four faculties and the Institut National Pedagogique. In principle, applicants for admission to all institutions of higher education are required to hold the baccalaureat, but some courses are

open to students with a lower qualification. The Faculty of Law, for example, offers a two-year course leading to the capacite en droit open to holders of the lower secondary cycle certificate (or equivalent qualification) who are successful in competitive examination and also to civil servants without diplomas who have had not less than three years service. In principle, students applying for admission to the licence program should hold the first, and preferable also the second part of the baccalaureat, but the Faculty will also accept students who have completed the capacite en droit course with averages of not less than 65 percent in each of the two annual examinations and passed an entrance examination.

The Faculty of Medicine requires students who wish to take the full medical program to hold the baccalaureat II and also to have completed a year's pre-medical course in the Faculty of Science. Candidates for admission to the training course for health technicians must hold the lower secondary cycle certificate and pass a special competitive examination.

Admission to the upper-level courses in the Ecole Nationale de Commerce is by competitive examination open to candidates who have completed the upper secondary course. The Ecole Royald d'Administration requires students to hold at least the baccalaureat II.

The Range of Studies

The Faculty of Law offers three separate courses: a two-year course leading to the capacite en droit; a four-year course leading to the licence en droit; and two years of post-graduate studies known as the cycle de doctorat which qualifies students to take the diplome d'etudes superieures. Students must hold this diploma before going on to prepare a doctoral thesis. Only holders of the licence are eligible for this course. The faculty teaches both French and Cambodian Law.

The Faculty of Medicine provides two separate courses. The original four-year course which it offered for the training of health technicians (now five years) continues as formerly, and the course leading to the degree of doctor of medicine extends over a period of seven years.

The Faculty of Science offers a pre-medical year known as PCB (physics, chemistry and biology) for students who propose to enter the Faculty of Medicine, and also offers the SPCN (physics, chemistry, and natural sciences), one of the preparatory certificates required for the licence es sciences.

The Faculty of Letters offers studies leading to the certificat d'etudes litteraires generales in Khmer literature and French literature, and a full course leading to the licence es lettres.

The Ecole Nationale de Commerce provides two and three-year courses in business subjects, and the Ecole Royale d'Administration offers two-year courses in business administration, public service administration and diplomacy.

The Institut National Pedagogique

The Institut National Pedagogique is divided into two sections which train

primary and secondary school teachers. The secondary teacher training section recruits its students from among: (1) candidates who hold the baccalaureat II, (2) upper primary school teachers who have had not less than three years' teaching experience, and (3) students from a teacher training school who have completed the full secondary course. The students holding the baccalaureat II are admitted automatically and do only one year of professional training, whereas the others are required to sit a competitive entrance examination based on a syllabus approximately the same as that for the first part of the baccalaureat, and must take a two-year course.

Other Higher Institutions of Learning

The National School of Public Works, Buildings and Mines was inaugurated by Prince Sihanouk in 1963. It offers courses for technicians, university-level instruction in industrial management, and a four-year course in engineering.

The Buddhist Institute in Phnom Penh is sponsored by the Ministry of Religion for the higher education of Buddhist monks. It offers courses in Khmer civilization, religion, science and literature, Sanskrit, Pali, English and French.

The Higher School of Pali, established in Phnom Penh in 1914, also gives instruction in close association with the Buddhist Institute.

THE KINGDOM OF LAOS

The population of Laos is about 2.5 million. This sparse population is spread unevenly, with the greatest concentration in the Mekong Valley. The people lack homogeneity. About 49 percent are Lao, a people of Thai stock who are believed to have migrated originally from southwestern China, principally in the thirteenth century. Mountain tribes of Sinitic, Tibeto-Burman, and Thai language families are in northern Laos. Many of these same tribes, as well as others of Indonesian or proto-Malay background, inhabit central and southern Laos. The lack of common origin, customs, language, traditions, and beliefs among the various minorities poses a serious obstacle to the political unification of the Kingdom. There are influential minorities of Vietnamese and Chinese, and smaller groups of Cambodians, Indians, and Pakistani. In addition, there are more than a thousand French and other Europeans and Americans in the country, few of whom are permanent residents.

Total area is approximately 91,000 square miles, or slightly more than Idaho or Great Britain.

Laos has two capitals: Vientiane which is the administrative one and Luang Prabang which is the royal one.

The Educational System

The Act of April 1951, amended by that of January 1952, established the principle of free and compulsory education for Laotian children of both sexes from the age of six. The implementation of the legislation concerning compulsory attendance has come up against a number of obstacles, however, in particular the dispersion of the population over a large area with difficult communications, and the existence of numerous ethnic and linguistic minorities.

To help alleviate these difficulties, the Ministry of Education, in cooperation with other interested ministries, drew up a plan for educational reform which was approved by the Cabinet in June 1962. The aims of this reform are to bring education within the reach of all by mobilizing the educational resources of the country in every field, and to adapt education to the economic needs, the social situation and the spiritual and cultural traditions of the country.

The organization of the various types and levels of instruction is the responsibility of the Ministry of Education, except that the Pali or Buddhist religious schools come under the Ministry of Religious Affairs. In addition to the Minister's own secretariat, the Ministry includes a directorate-general of education which supervises services for inspection, cultural relations, planning, textbooks and audio-visual aids. There are separate directorates for primary and adult education, secondary and higher education, teacher training, museums and libraries. The Ministry of Public Works is responsible for school buildings and Maintenance. At the provincial level, the responsibility for direction and administration of the educational services is vested in the provincial governors, who come under the authority of the Ministry of the Interior.

Primary Education

Primary education consists of an elementary and a complementary cycle each of which lasts three years; it leads up to the certificat d'etudes primaries (CEP). The language of instruction is Laotian, but the study of French begins in the second primary cycle. Most primary schools are one-teacher rural schools and offer only the first three-year cycle; there are complete primary schools only in the towns and larger villages.

Elementary schools are known by various names: Public schools as Ecoles de Villages (grades I to 3); Groupes Scolaires (grades I to 6); and religious schools as Enseignement Religieux (grades I to 6).

The plan for educational reform provides for the establishment in all villages of a rural center for community education to be supervised by a government teacher, by a Buddhist monk (where there is a pagoda), or by a villager who has received some education. The center will be selected and maintained by the village, and the type of education given will be essentially practical (hygiene, agriculture, animal husbandry, etc.). At the same time the number of primary schools will be increased and will be so situated that every group of twelve villages will possess a complete school where the better pupils from the rural centers will be able to continue their primary studies.

Secondary Education

A secondary school usually is called a lycee if it offers a program of seven years, or a college if it offers only the first four years of first cycle. The Pali school (or Buddhist school) is an exception since it is a four year program that leads directly to the Institute of Buddhist Studies for the second cycle program. The secondary programs are structured in two phases: the First Cycle of four years and the Second Cycle of three years. The combined elementary and secondary programs constitute a period of thirteen years.

THE FIRST CYCLE - This phase begins with the seventh year of school, after which the program corresponds in years only partially to the U.S. junior high school. At the point of entering the First Cycle, the pupil chooses an academic or a vocational school; in each the program is quite specialized. If the student qualifies in the terminating examinations at the close of his program, he receives a certificate appropriate to the studies pursued. Certificates include:

DEPCEN - Diplome d'etudes du premier cycle d'etudes nationales, given at the end of ten years of study. Given by the Lao Ministry of Education.

DEPC - Brevet d'etudes du premier cycle, given at the end of ten years of study. Given by the French Cultural Mission.

CAP - Certificat d'aptitude pedagogique, given after four years of study.

CAET - Certificat d'aptitude de l'enseignement technique, given after four years of study at vocational-technical schools.

CAEP - Certificat d'aptitude de l'enseignement professional, given after four years of study.

THE SECOND CYCLE - Entrance to a program is obtained by presenting an appropriate certificate of First Cycle education and by successfully passing entrance exam-

inations. A student then enrolls in a section (major) and pursues a specialized program which later determines his qualifications for a foreign university program and for public service.

Graduation from the secondary school is attained through nationwide competitive examinations; success in these examinations is marked by a diploma called the baccalaureat II. The percent of those who are finally graduated from the thirteen-year program is very low. Ninety-two baccalaureate II certificates were awarded for all of Laos in the 1965-66 school year.

Secondary technical and commercial education is provided in the relevant sections of the Vientiane and Savannakhete lycees. The technical courses last four years and the commercial courses two years. The recently created School of Agriculture offers a two-year course to train agricultural workers in modern farming and irrigation. Enrolment is by competitive examination and candidates must be between 16 and 22, and hold at least the certificat d'etudes primaires. The School of Laotian Arts provides a two-year course for future craftsmen and artisans, and the National School of Dancing and Music provides four and seven year courses in traditional dancing, music and dramatic art.

Some schools require the same qualifications for enrolment and issue diplomas of the same standard as secondary schools, but are nevertheless at a level midway between secondary and higher education. For example, admission to the School of Medicine which trains male and female nurses and midwives, is by competitive examination for those who hold the brevet or diplome d'etudes du premier cycle, but the course lasts four years, i.e., a year longer than the second secondary cycle course. The National Centre for Political, Administrative and Legal Studies trains various types of civil servants and enrolment is by competitive examination for those holding the baccalaureat or the brevet d'etudes du premier cycle. The National Education Centre is divided into two sections. The first section admits holders of the certificat d'etudes primaires and, like the teacher training schools of Pakse, Vientiane and Luang-Prabang, trains primary school teachers, while the second section trains teachers for the first cycle of secondary education and is open only to those who have passed the baccalaureat.

Two types of schools (Ecole Normale d'Instituteurs (ENI) and Ecole Superieure de Pedagogie (ESP) are used in teacher education. Several programs have been devised on the basis of expediency and necessity, all of which commence after the student has completed the sixth year of primary schooling. There are two rural Ecoles d'Instituteurs with one-year programs and three two-year programs which prepare teachers for teaching in grades 1-3. Three teacher training schools (two ENI's and the ESP) have four-year teacher training programs which prepare teachers for teaching in grades 4-6. The five and seven year program at the Ecole Superieure de Pedagogie trains teachers for grades 7-10. All teachers for the second cycle of secondary schools must receive their training in a foreign institution since there is no institution in Laos which gives this level of instruction.

The Buddhist religious schools offer six years of primary education followed by four years of secondary education.

The Development of Higher Education

Laos has no institutions of higher education in the proper sense of the term at the present time. Royal Decree of June 1958 founded the Sisavang Vong University of Vientiane, which includes the National Centre for Political, Administrative and Legal Studies, the National Education Centre, the School of Medicine, and the School of Agriculture. While all of these institutions are still only at the secondary level, or at a level between secondary and higher education, it is intended that eventually they shall develop into university-level establishments.

At the present stage of development of the educational system, post-secondary studies are provided in two institutions only--the National Centre for Political, Administrative and Legal Studies and the National Education Centre. These institutions both come under the Ministry of Education, the first under the directorate of secondary education and the second under the directorate of teacher training. Both are financed by the state, but certain expenditures, more particularly teachers' salaries, are met out of aid given to Laos under bilateral agreements or by international organizations.

The National Centre for Political, Administrative and Legal Studies, set up by Presidential Decree in April 1959, succeeded the old Vientiane School of competitive examination open to holders of the baccalaureat. The academic year runs from the end of September to the end of June. The centre is divided into four sections--administration, law, foreign affairs, and economics and finance--and offers a three-year course ending in an examination. The first year's syllabus is the same in all sections, and in the third year the students are sent to Paris where they follow a program of study at the Ecole Nationale d'Administration.

The National Education Centre was first created to train primary school teachers, but a training course for teachers for the first secondary cycle was started in September 1961. Candidates for admission must hold the baccalaureat. The dates of the academic year are the same as at the Centre for Political, Administrative and Legal Studies, and the course lasts three years. Students may specialize in either arts or science, and the centre also holds regular in-service refresher or information courses for teachers, headmasters and primary school inspectors.

In both institutions the teaching staff consists largely of foreign (mostly French) nationals, sent to Laos under agreements with France or the United Nations.

All students receive grants to cover the cost of study and maintenance. Students at the National Centre for Political, Administrative and Legal Studies may either be boarders or day students, whereas all students at the National Education Centre are boarders. There are students' associations in each establishment.

HIGHLIGHTS OF THE WORKSHOP DISCUSSIONS ON VIETNAMESE EDUCATION

In reviewing credentials of students from Vietnam applying for admission to U.S. colleges and universities the following points are important and should be carefully considered by admissions officers and graduate deans.

I. SECONDARY EDUCATION:

A. Rigorousness of Examinations:

Statistics document the fact that a disproportionately small number of Vietnamese students are able to successfully complete secondary education and earn the Tu-Tai II. Students who are able to complete the process have undergone a very difficult series of examinations and represent only the best of all who began formal education. The Admissions Officer should consider the results of the Tu-Tai II is this light when judging an applicant for admission and may well wish to look favorably on all students who have reached this level of education. However, it is suggested that the school grades and class standing for each of the three years of the Second Cycle should be requested to corroborate the evidence of the Tu-Tai II.

B. Public Schools

As has been noted, secondary education in Vietnam occurs in three types of schools:

Public (state supported)
Semi-public, and
Private Schools.

Evidence indicates that most students wish to attend the public schools and, as a result, these are the most competitive. The Admissions Officer should attempt to determine whether the applicant has been educated in a public school, since such a student would often be better prepared for higher education in the United States. The Cultural Affairs Officer in the Vietnamese Embassy in Washington or the Ministry of Education in Vietnam should be able to provide a list of these schools upon request.

C. Types of Documentation:

In considering an application for admission from a secondary school graduate in Vietnam, the Admissions Officer should request the applicant to submit the following documents:

1. Official transcript with translation covering at least the last three years of secondary school grades, the number of hours spent per week in each subject and the rank in class.
2. Diploma indicating the results attained (mention) on the Ministry of Education examination for the Tu-Tai II which indicates the successful completion of secondary education (grades on this examination cannot normally be obtained). Particular attention should also be given to which of the four (4) fields of specialization were followed, noting the coefficients as an indication of the preparation for the program to be attempted in the United States.

D. Independent Study:

It should be noted that the state examinations may be attempted without regular school attendance. Students may study independently through home study. Examinations passed in this manner are considered by the Ministry of Education as representing the same qualifications as those passed after regular school attendance. For this particular reason the Admissions Officer should insist upon receiving the records of any normal school or secondary school work year by year to be able to identify the applicant who has prepared for and passed these examinations without the usual formal secondary school preparation. Caution should be exercised in the consideration of such applicants for admission because of possible deficiencies in preparation.

II. HIGHER EDUCATION

A. Awarding of Credit:

When admission to a U.S. college or university has been offered to a Vietnamese university student, credit should be awarded cautiously. Factors such as the lack of compulsory class attendance, the possibility of a dual registration in separate faculties, the emphasis on memorization of subject matter and lack of independent reading and study should be taken into consideration. Granting of credit might well be deferred until students have successfully completed work in the institution or upon validation of the work by examination.

B. Transfer and Graduate Credentials:

Students applying for admission to U.S. colleges and universities from Vietnamese universities should be required to submit the following credentials for consideration:

1. Official certificates of successful completion of each year of study with certified translations.
2. Official transcripts containing the actual examination grades earned, the hours per week each class met, and the rank in class with certified translations. Attention is called to the fact that the Faculties of Pedagogy supply school grades and graduation examination results.
3. Official copy, with translation, of the certification by which the Ministry of Education of the diploma of Licence or other degrees, when earned, which indicates official evidence of award of the degree.

Placement Recommendations

Vietnam

Secondary school graduates in Vietnam have completed twelve (12) years of education, whether they have studied in the public and private secondary schools or in the private lycees under the French system. Under the former, emphasis was placed on the Vietnamese language and culture, ending with the Vietnamese Baccalaureat Part II (Tu-Tai II); under the latter they will have followed the

traditional French program of studies, ending with the French Government Baccalaureat (Baccalaureat de L'Enseignement Secondaire). It is generally agreed that holders of the Tu-Tai II, whose school grades for the last three years were satisfactory and whose rank in class was high (both pertinent since Vietnamese national baccalaureat examination grades are not ordinarily available) may qualify for freshman admission at U.S. colleges and universities as will holders of the French Baccalaureat who have received satisfactory examination grades (notes).

The possibility of advanced standing credit for examinations passed for the French Baccalaureat may be considered. When appropriate, it is recommended that advanced placement be given with the granting of actual units of credit deferred pending conpletion of one or two semesters of satisfactory work at the U.S. college.

Elementary school teachers trained in the two year normal schools, which have required the Tu-Tai I for admission, will have completed 13 years of education. It is generally agreed that they may qualify for admission at U.S. colleges and universities if their grades are satisfactory; however, advanced standing credit is not recommended since their training is largely professional in nature.

Occasionally elementary school teachers, who wish to go on to a Vietnamese university, will earn the Tu-Tai II through "home study." In this case school examinations are not taken. The "mention" awards for the Tu-Tai II, the Tu-Tai I, examination record, normal school transcript and rank in class will have to serve as the basis for consideration for admission.

Secondary school teachers, trained in the three or four year programs of the Faculties of Pedagogy of the Vietnamese universities will have completed 15 or 16 years of education. It is generally agreed that they may qualify for admission to U.S. colleges and universities if their grades are satisfactory. Advanced standing credit is recommended for subjects in which examinations have been passed on a course for course basis, taking into account institutional practices with respect to the acceptance of transfer credit for lower division education courses and methods courses.

Holders of the Technical Baccalaureat (Tu-Tai Ky-Thuat Thu Hai), considered by the Vietnamese government equivalent to the classical baccalaureat, have completed 12 years of education and may quality, also, for admission at U.S. colleges and universities for degree programs, if their school grades are satisfactory and their specialization suitable.

Graduates of the three year Second Cycle programs of the Vocational Agriculture Schools who have earned the Agriculture Baccalaureat (Tu-Tai Ky-Thuat Phan Thu Hai) may be considered for admission at U.S. colleges and universities

for degree programs in agriculture, if their school grades are satisfactory.

Students from the College of Agriculture, Forestry and Animal Science may qualify for admission at U.S. colleges and universities if their grades are satisfactory. Advanced standing credit for work completed there should be determined on a course for course basis, if suitable for the U.S. degree objective, but deferred perhaps until the satisfactory completion of one or two semesters work.

Holders of the Diploma of Business Studies which is awarded by the National School of Commerce are not ordinarily recommended for consideration for admission at U.S. colleges and universities. They should be considered on the same basis as the graduates of U.S. commercial high schools.

Graduates of the three year Second Cycle courses in home economics and business administration offerred by the Polytechnic Schools will have completed 12 years of education; however, admission at a U.S. college or university for a degree program is not ordinarily recommended due to the specialized nature of their preparation.

Students who have attended a Vietnamese university may be considered for admission with advanced standing at a U.S. college or university upon presentation of a Certificate and a statement of satisfactory achievement indicating successful completion for each year of study.

Admission to a graduate school on the basis of the three or four year Licence (Cu-Nhan), the Licence Libre (Cu-Nhan Tu-Di), the Licence d'Enseignement (Cu-Nhan Giao-Khoa), and other Vietnamese degrees should be approached with caution, consideration being given to the suitability and depth of the preparation for the course of study to be pursued.

Holders of the three year Licence are likely to be required to complete additional undergraduate work in their major area of study. Graduates of the highly specialized three year Faculty of Law program should be required to complete at least one year of undergraduate study in the major area and such other prerequisites as may be required.

Holders of Certificates of Advanced Studies and the Doctorate (Tien-Si) in an academic subject area may be given credit applicable to their program of study, but will not have completed the equivalent of the U.S. Masters degree.

Graduates of the three year program of the National Institute of Administration have completed 15 years of education as the Tu-Tai II is required for ad-

mission. Advanced standing credit for appropriate courses may be considered on a deferred basis or by validating examinations.

Graduates of the four year program of the School of Public Works, the School of Electrical Engineering and the National School of Industrial Engineering, ending with the Diploma of Engineer, will have completed 16 years of education. They may be considered for graduate admission with possible deficiencies provided their examination grades are satisfactory.

Cambodia

Graduates of the secondary schools in Cambodia have completed 13 years of education which still retains a strong French influence. They receive the Baccalaureat Part II.

Reliable information concerning the quality of instruction is minimal at best; however, students may be considered for freshman admission at U.S. colleges and universities if their records are superior. Any advanced standing credit should be granted on the basis of validation only.

For guidelines in evaluating certificates earned at the Royal Khmer University, the National School of Public Works, Buildings, and Mines, and the teacher training schools, admissions officers and graduate deans should consult the Placement Recommendations approved by the Council on the Evaluation of Foreign Student Credentials which appear in the World Education Series publication on France and the placement recommendations for Vietnamese higher education contained in this report.

Laos

Graduates of Laotian secondary schools have completed 13 years of education ending with the Baccalaureat Part II.

The lack of experience with numbers of these students at U.S. colleges and universities makes a firm recommendation difficult. Students holding the Baccalaureat Part II, whose records are superior, may be considered for freshman admission at U.S. colleges and universities, provided the U.S. institution is aware that special assistance is likely to be required.

Since higher education is almost undeveloped in Laos admissions officers and graduate deans may wish to refer to the Placement Recommendations approved by the Council on the Evaluation of Foreign Student Credentials which appear in the World Education Series publication on France and the placement recommendations for Vietnamese higher education contained in this report for guidelines on the evaluation of post secondary certificates from Laos.

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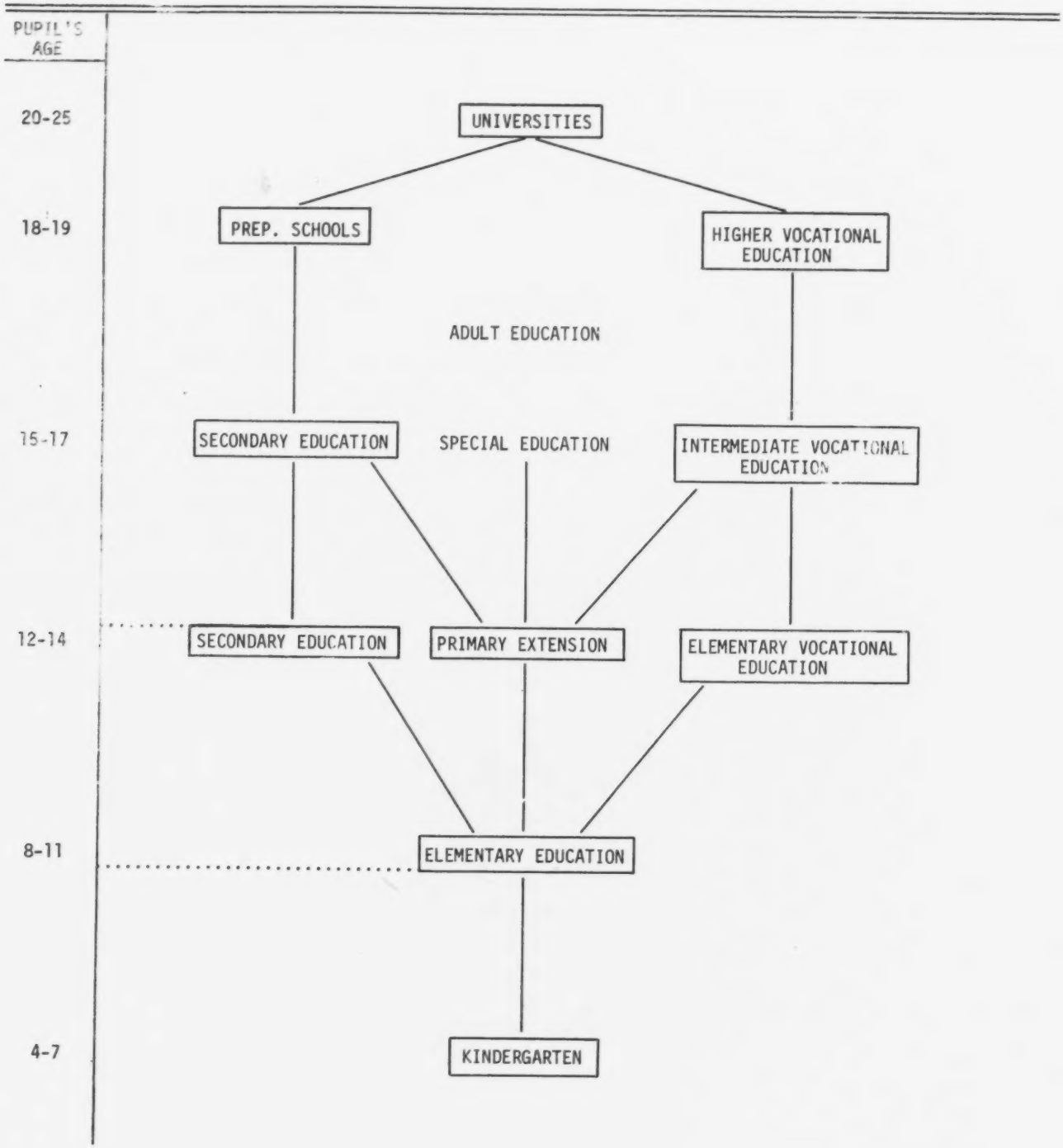
Part 2

John F. Brohm

EDUCATIONAL SYSTEM IN THAILAND



SOURCE: Carl G. F. Franzen; Thailand: A Guide to the Academic Placement of Students from the Kingdom of Thailand in United States Educational Institutions; A.A.C.R.A.O. 1959.

THAILAND

Historical and Cultural Background

The Kingdom of Thailand is the "core country" of mainland Southeast Asia. It is bounded on the east and northeast by the former French colonies and the present kingdoms of Cambodia and Laos. In the west and northwest it borders on the former British colony of Burma, now an independent republic. In the extreme south it shares peninsular Southeast Asia with the former British colony of Malaya, presently the independent Kingdom of Malaysia. Encompassed within the southward ranging arms of Thailand is most of the bounteous Gulf of Siam, a major supply house of marine products for the Kingdom's numerous coastal inhabitants. If this shallow body of water, a natural avenue of commerce, is incorporated geographically within the confines of the Kingdom, Thailand will be seen to occupy a dominant central position in mainland Southeast Asia and to constitute a natural focus for area developments of all kinds.

Thailand's rapidly expanding population of an estimated 32 million is the largest of any mainland Southeast Asian nation. For example, it is five times that of Cambodia and three times that of Malaysia. The present rate of population growth probably exceeds that of any other Southeast Asian nation, whether continental or insular.

The current rate of economic growth in Thailand can only be described as spectacular. Increasingly diversified agricultural exports, in which tapioca, maize and kenaf have come to supplement the traditionally ample rice export, increased investment from abroad, private as well as public, the development of a major tourist industry, plus the direct and indirect effects of the war in Vietnam, all have contributed to the average annual growth rate in the Thai economy of a remarkable 7.2 percent over the past five years. This bids fair to continue or increase since the climate for investment remains encouraging. By the end of May, 1967, Thailand had an international monetary reserve of nearly one billion U.S. dollars, surely one of the highest in the world for a so-called developing nation. During the period 1961-66, the gross national product increased 53 percent against a planned growth of only 30 percent. While there are some weak spots in the economy--such as the sharp decline in the rubber industry--the over-all prospects are almost too good to be true, from the point of view of the Thai economist. Individual incomes are spiralling upwards, and just as this is reflected in an increased cost of living and a mild inflationary trend, it is also reflected in new patterns of spending. Beginning in the academic year 1964-65, for the first time since such statistics have been gathered, Thai students going to the United States under their own sponsorship exceeded the number sponsored by government or private agencies. Since the total number of those students is now substantial--over 700 per year--and since Thailand already ranks as one of the few nations of the world with over 2,000 college-level students in the United States, there is ample reason to dwell at some length on the Thai educational scene as it relates to the capabilities of the many Thai applicants now being considered by American admissions offices. Before doing so, however, it is also worthwhile for us to make some observations on certain factors that are influencing the movement of Thai students to the United States and governing its character.

Population Growth vs Growth of Facilities for Higher Education

The high rate of Thailand's population growth means that the average age of the total population is declining with an increasingly disproportionate percentage of that total falling within the years when formal education normally takes place. Higher educational facilities have been expanding steadily to meet the increased demand, but the rate of expansion has been a relatively slow one. An increasing number of Thai students who wish to have an advanced education cannot find berths in indigenous institutions. They must go abroad for this purpose. At the present time, the United States is the preferred place to go.

Effects of the American Presence

There are over 40,000 Americans stationed or living in Thailand today. Most of these, of course, are the military and their dependents, but very substantial contingents of civilians in other government agencies as well as private business representatives supplement the military presence. This vastly expanded representation exists as something of a climax to a gradually intensifying pattern of relationships between Thailand and the United States that has developed since World War II.

Innumerable AID and AID-type programs have sent thousands of Thai participants to the United States for educational purposes. By now, and from the evidence that continues to surround them, many young Thai are prepared to believe that their lives will not have been completely fulfilled until they have had their own chance to visit the United States for one purpose or another. Amoung these purposes, education figures very importantly, second in importance only to the status value of at least having visited the United States.

It is also now recognized that with the further elaboration of relationships between the two countries, it is simple good sense and good business to learn how Americans organize and govern themselves, as individuals, as businessmen, and as officials, in order to maintain a pattern of relationships that will continue to be rewarding to the Thai, both as individuals and as members of larger collectivities.

Centralization of the Thai Kingdom

Thailand is a country with but a single metropolis, Bangkok (including Thomburi), a number of fair-sized provincial market towns--none of them with a population over 75,000--and a great mass of peasant villages. Until 1964 virtually all facilities for higher education were grouped in Bangkok, where the main focus still remains. Similarly, most of the superior secondary institutions were located in the capital.

It became customary for students who were financially and intellectually able to gravitate to Bangkok for the completion of their secondary schooling. Having done so, they might then move on to the university, and if they were successful there they might enter the civil service. With six or more years of Bangkok residence already behing them, their dissociation from provincial origins would soon become complete and more or less permanent.

Even where academic pursuits did not bring this Bangkok-elite orientation about, virtually all other social processes acted to do the same thing. Families achieving affluence in most provincial settings might invest some of this surplus

in maintaining a Bangkok residence to which they could repair for relaxation, enjoying the refinements of metropolitan life, amusement, cultural pursuits, betrothal, and so on. Those in search of official appointment, whether that employment was related to professional training or not, would also come to the capital in their quest since Bangkok is the place where all appointments are made in the Thai bureaucracy.

A royal city, a political capital and the great commercial focus of the country, Bangkok dominates Thailand in every way and dictates everything from dialect to decor as its message penetrates to the countryside. It is a rare Thai applicant, therefore, who, even though his provincial origins might lie elsewhere, would claim them as his own in preference to identifying himself as a Bangkokian. It is an even rarer Thai applicant who does not carry a Bangkok veneer as he goes abroad for further studies.

The Chinese Minority and National Assimilation

Of all the countries of Southeast Asia, with the exception of Malaysia and Singapore, Thailand has the highest proportion of ethnic Chinese or people of Chinese ancestry in its population--not less than 10 percent. Chinese motivation to settle in Thailand was similar to that inspiring other Chinese to settle in other countries in Southeast Asia--economic deprivation in the homeland and the need to find new sources of wealth abroad. Chinese people have settled throughout the length and breadth of Thailand, but their major venture has been in commercial enterprise. Such pursuits have wedded them to the towns, and particularly to Bangkok, which, we have noted, is a commercial capital just as much as it is a political center.

Before severe restrictions were placed on the flow of immigrants shortly after World War II, families of Chinese origin in the Bangkok area were threatening to submerge the indigenous Thai population, both physically and culturally. Energetic Thai efforts, which included the closing of most Chinese schools and the imposition of many restrictions intended to "desinicize" the Thai-Chinese population, have caused the threat to abate. Nonetheless, the ancestry of much of the Bangkok population remains predominantly Chinese and there are relatively few natives of the capital who do not have some element of Chinese ancestry to claim.

As official efforts have tended to create partially assimilated Thai-Chinese out of Bangkokians with largely Chinese ancestry, therefore, the enrollment in the Bangkok universities and good secondary schools has come to be made up of an ever greater proportion of these same Thai-Chinese. A growing trend in recent years in the educational demands of this student population, therefore, has been away from the civil-service oriented professions, such as engineering, in favor of business administration and economics, especially at the undergraduate level and especially on the part of those applicants who are self-sponsored. These are the people who are profiting most from the current economic situation and who wish to profit further through preparing themselves for the new future that seems to lie ahead.

Educational Background

As in other Theravada Buddhist countries, Thailand's traditional form of education was linked directly to the religious establishment. Prior to the modern era formal education took place almost exclusively in the wat, or temple;

instruction was given by priests, and the purposes of education were to imbue the student with Buddist ideals, to provide him with the means of reading the sacred teachings (literacy), and to reinforce parental guidance concerning the morality of life in a Buddhist village society.

The introduction of formal, secular style education into Thailand parallels the development of a greater degree of national consciousness that contact with Western colonial powers almost inevitably engendered. King Chulalongkorn (Rama V, 1868-1910), who had himself been tutored by an English governess, established the first secular school in the kingdom within the confines of the royal palace. This was succeeded by a Royal Pages School for the children of the numerous nobility and was seen as a means of preparing them for their proper roles as officials and functionaries within a governmental establishment organized around an absolute monarch. From the very outset, formal secular education was perceived by Thai leaders as a means of equipping a pre-selected elite with the necessary intellectual skills to lead and to lead well.

With the advent of European colonial conquest of neighboring countries, it became imperative for the Thai to accelerate the process of national assimilation of such regions as the northeast-which was ethnically identifiable with areas already under French domination-through a government-fostered system of universal education. Many other steps were also taken to help bring assimilation about, and there were other contributing motives in the development of national education facilities as well, but pervading the Thai efforts was a recognition that some adaptation had to be made to the threat posed by the surrounding colonial powers.

A Department of Education was established in 1887 and was placed under the leadership of one of Chulalongkorn's ablest sons, Prince Damrong. Thus a second element in the Thai perception of the purposes of formal education can be adduced --to establish through mass education a national identity among a people who, while ethnically related, were culturally somewhat diversified on a regional basis. Throughout the history of the development of educational facilities in Thailand, the two themes periodically re-emerge: (1) professional education for a pre-selected elite; and (2) universal "enculturative" education to bring national consciousness to the masses.

Whatever Thai desires in the matter may have been, their ability to implement plans for both mass and elite forms of education was limited by shortages in both financial resources and trained personnel. Forward movement was perceivable but gradual. The traditional temple schools served to provide physical facilities for secular elementary education for many years, and indeed some few still do so. Priests continued to play a tutorial role until a corps of lay teachers could be developed.

By 1921, eleven years after King Chulalongkorn's death, sufficient progress in developing mass education had been made so that a decree could be handed down making a primary education of four years' duration compulsory throughout the Kingdom. Of course, the issuance of a royal decree by no means implied that compliance would be, or even could be, immediate. At the present time, forty-six years later, the compulsion in Thai "compulsory" education is still largely socially rather than officially, enforced; truancy and dropout rates remain high. But the major objectives have been met and the large majority of the modern Thai population, female as well as male, is literate to some degree in the national language and has at least some awareness of a social identity that is larger than either village or kin group.

Building further upon this foundation, the present government of Thailand

enacted a "law" in 1961 extending compulsory education to a period of seven years. The results of this enactment are measurable, but hardly spectacular thus far, and only a minority of eligible Thai students have progressed beyond the fourth grade in their studies. Still, an important step has been taken to close the gap between mass and elite educations.

Turning to the elite side of education, a consideration of which is of paramount importance to those evaluating Thai applicants for college and university admission, the same gradualism in growth can be observed. The first Thai educational institution to award an academic degree, Chulalongkorn University, did not do so until 1935, in spite of the fact that the University could trace its beginning all the way back to 1917. Chulalongkorn University found its immediate antecedents in what had come to be known as the Civil Service College, and this in turn was a derivative of the Royal School for Pages established nearly 100 years ago in King Chulalongkorn's reign.

Throughout this long period, candidates for genuinely advanced education--most often members of the nobility--went abroad for that experience. England was the favored site for university education, though continental European countries also shared in the training of the Thai elite as did the United States. The symbolic value of this educational sojourn abroad became very well recognized in Thai society and undoubtedly has contributed to the gradualism in the emergence of an indigenous higher educational system. A substantial portion of the impetus among self-sponsored Thai applicants for admission to American colleges and universities today is therefore attributable to status-seeking among a people who have a keen appreciation of the by now traditional status value of a degree gained abroad.

A second factor contributing to the slow growth of higher educational facilities in Thailand has been government insistence on retaining full responsibility for the development of those facilities. At the moment, there are no private educational institutions in Thailand empowered to grant a degree, nor have there ever been any. There are many reasons that can be advanced as to why higher education in Thailand has evolved in this fashion, but none is likely to be more significant than the historic fact that higher educational facilities emerged as an indigenous training ground for a pre-selected social elite. Initially, only the members of the royal household and the offspring of their courtiers, retainers or other allies and dependents qualified for elite education.

As the despotic nature of the royal rule abated, culminating in the 1932 revolution and the establishment of a constitutional monarchy, elite educational facilities expanded to attract a somewhat more democratically selected student body. The improvement of secondary educational facilities throughout the country, through private and missionary efforts as well as through those of the government, naturally worked to provide a more broadly based group of suitable candidates for civil service training. The point is, however, that such training continued to be looked upon as simply that--preparation for service in His Majesty's growing bureaucracy--and admission of candidates into the government university was conducted with an eye to their future suitability as employees of the Crown. While this attitude has greatly diminished by now, it is still true that a Thai student who succeeds in entering Chulalongkorn University, for example, does so with the comfortable feeling that he has been admitted--on a probationary basis at least--to the inner circles of Thai society. (To varying degrees he can feel the same sensation at the other government universities, but Chulalongkorn is singled out as the most obvious example.) If he is of non-Thai ancestry (e.g., Chinese), he is very likely to have had to change his name before enrollment so

that, on paper at least, he is ethnically identifiable as a Thai. If he is successful as a university student and obtains his degree, the certificate will be handed to him personally by the King, and the very strong possibility exists that he will be absorbed immediately into the civil service.

Elementary, Secondary, and Pre-University Education in Modern Thailand

Formal, post-kindergarten education in Thailand today is conducted in both private and government schools and is divided into three levels--so far as the mainstream of arts/science education is concerned. Elementary education covers the first seven years (Pratom I-VII); secondary education the next three years (M. S. I-III), and "pre-university" education the 11th and 12th grades only (M. S. IV and V). Confusion in interpreting academic histories will arise because the new system departs from the older tradition of a four-year elementary education (Pratom I-IV), a six-year secondary education (Matayom I-VI) and a two-year "pre-university" education (Matayom VII and VIII). In either case, however, the successful Thai graduate of the "pre-university" class has had, quantitatively, an education comparable to the graduate of an American secondary or preparatory school. In his pre-university school, he will probably have made a choice between an arts-oriented or a science-oriented curriculum.

Opportunities to obtain a complete pre-university education vary enormously in the country, and motivation to achieve educationally is also very uneven. Remote areas--some of them not made remote by distance so much as by inadequate transportation facilities--limit otherwise able and interested students to truncated educations terminating at the 10th grade, 7th grade or even lower. These disadvantages can be bypassed if the family concerned has relatives living in a larger provincial town with whom the intelligent and well-motivated child may live. But this does not always occur and Thailand pays a heavy price in this loss of highly educable talent that remains restricted to peasant-level or peasant-related activities. There is also a tremendous amount of inertia with respect to educational attainment, often in those areas where the indigenous economy has proved most successful. Thus the supposedly underprivileged north-eastern section of Thailand has better student enrollment figures than the heart of the much richer central plain area.

Parental influence frequently plays a crucial role in inhibiting student performance and the desire to continue education to higher levels. In rural families, children are economically useful and may be discouraged from attending school in order to assume household burdens or to work in the fields. In addition, the ability of the economy to absorb large numbers of workers, quite comfortably, in peasant employment requiring minimal skills or training is patently obvious to all. If no strong compulsion is exercised, the average youngster can see clearly that there is more fun and relaxation to be gained while out of school than in. The result has been a tremendous rate of dropouts at the lowest possible levels with almost 90 percent of all students throughout the country failing to pass into grade 5. Attrition continues and is particularly heavy at the end of grade 10, where there is a loss of about 40 percent of those previously enrolled. All in all, of every 1,000 students entering into grade 1, between thirty and forty actually enter into the 12th grade. Of these, only about six will enter a Thai university.

Statistics such as these of course only reveal a portion of the story. The

Bangkok-Thonburi area, which is the only urban complex in Thailand, has about one-third of all the secondary educational facilities in the country, although only 8 percent of the population resides there. Needless to say, most of the best facilities are also located there. Just as in the case with the village boy who must live in the local provincial town if he is to climb even some of the lower rungs on the educational ladder, so the provincial student who wishes to scale the heights is more likely to come to Bangkok, if at all possible, to complete his pre-university training.

The Thai Classroom and the Thai Student

We have already noted that the traditional temple-centered education of pre-modern Thailand concentrated upon Buddhist teachings and the morality concerned with village life. Considering this, as well as the initial impetus to provide a secularly based education--national assimilation--it will be understood why Thai primary education continues to place considerable emphasis upon customs, manners and symbolic behavior. School, for the young Thai, is primarily an enculturative experience rather than simply a formal education. Perhaps the most basic attitude that is inculcated in this situation is respect for authority.

Thai society is essentially authoritarian in character. The use of this term, however, should not mislead one into drawing false analogies between, say, Thai and East European or Thai and Japanese societies. Authoritarianism may be viewed as one kind of social ideal, but the social mechanisms created to achieve this may differ very greatly. Actually, superficial observation of Thai customs and behavior will leave the American observer impressed with the great permissiveness that seems to exist in regard to the individual's activities. This is as apparent in parental care of children as it is in police enforcement of traffic regulations. Permissiveness is as much a theme as is the ultimate recognition of authority that makes this very permissiveness possible. The point is, however, that the typical Thai fully recognizes that this ultimate recognition of authority must be made. To put the matter dramatically, the individual Thai pursues his own ends in his own way just as far as it may seem practicable to do so, but he always does so with one eye cast over his shoulder. To be "out of line" is not viewed as a bad thing in itself,but it can be a very bad thing to be caught too far out of line.

These attitudes find their most obvious genesis in the Thai classroom. Nowhere, except perhaps in the Buddhist priesthood or the armes forces, does the authoritarian theme have greater play than in the classroom situation. Perhaps because its association with the religious order is so recent, the role of the acharn (teacher) is an exalted one, and in class a respect sometimes bordering on reverence flows toward the teacher in return for his own outpouring of 'knowledge,' knowledge which is often accepted unquestioningly as a final decree. Rote memorization through chanting in concert (chanting of text material) is a teaching method accepted on a nation-wide basis. Outright dictation of lecture material by the teacher is common and the inquiring mind is not often encouraged to make its inquiries in the classroom. (To question is to imply that the presentation has been inadequate or that the student harbors some element of disbelief.) There are undoubtedly exceptions to these generalizations, and they will not doubt increase as great numbers of Thai teachers experience other kinds of educational invironments. But the generalizations are nonetheless valid as such at this time.

The above attitudes the good Thai student carries with him right into the university, and they tend to govern his approach to his subject material and to

his professors, just as they also influence the roles and the attitudes of the professors themselves. The university student is likely to be a person with very considerable ability in memorizing lecture material from his notes and reproducing this material for examination purposes. For the most part, however, he has had limited demands for self-expression placed upon him. He has also had relatively minor reading assignments and few textbooks from which to work. (There is a particularly acute shortage of suitable text materials at the university level and library resources are badly underdeveloped.) Such a student is not well prepared to engage in classroom discussion of the type that characterizes graduate seminars in American institutions. He is, however, prepared to be polite and deferential to one and all, and he is prepared to listen respectfully to instructors and, to a lesser extent, to his classmates. But his own contributions, initially at least, will be likely to be feeble or non-existent.

The Thai politeness we refer to is a common enough feature of social interaction in any society that places high value upon authority and its social recognition. As the individual absorbs such values, however, whether in the classroom or elsewhere, there is a simultaneous and related development of the need for similar social recognition of his own status. He makes a conscious effort to protect and preserve his own self-image in every way possible. Thus, while the Thai student willingly pays his respect to others through observing politeness, he anticipates that others will have a similar regard for his own feelings and will avoid open criticism of him or his work so as not to damage his social standing. Fear of such criticism is likely to inhibit even further his willingness to express himself, especially when it becomes clear that the competitive aspect of academic traditions that are non-authoritarian in character exposes the individual to the danger of outright failure in public view.

Finally, the permissive atmosphere of Thai society that we have already noted is related to another well-known Thai social characteristic--the high value placed upon enjoyment of all life's activities. Human beings everywhere probably expect to balance out a sum of both pleasure and pain in this life, but among the Thai there is a considerably greater insistence that there must be some fun attached to what one is doing at the moment in order for it to be considered worthwhile. This sense of values clashes head-on with those of the Chinese, of course, who are more likely to think in terms of thrift and industry first and foremost. Among the second-generation Thai-Chinese--who make up a disproportionate percentage of the student bodies of the Bangkok universities because of their concentration in the Bangkok population and in the populations of the larger towns with superior educational facilities--the conflict in values is usually resolved in favor of the Thai viewpoint, perhaps because the clash is obviously occurring in a basically Thai environment. In any event, what is certain is that relatively few Thai students have been well prepared for the kinds of academic drudgery they may have to face up to in order to succeed in a Western environment. Prolonged attention devoted to subject material that is difficult to comprehend or lacking in great intrinsic interest for the individual is something that many Thai students will find difficult to muster. We would ignore human flexibilities if we were to say that this handicap could not be overcome, and we would also ignore the many successes abroad that Thai students have enjoyed. But it is important to keep this consideration in mind when one is attempting to weigh such factors as class rank in considering the admission of a Thai applicant. Those who have graduated in the second quartile of the class, for example, may have had much more enjoyment from their school experience than would a similarly placed applicant from, say, Hong Kong or Singapore.

Thai Education and the English Language Problem

English is the official second language of Thailand. The curriculum supervised by the Ministry of Education, in both private and public schools, requires that English language be taught from the fifth grade on. In many of the exclusive private schools, English instruction begins in the first grade. Thus, a Thai pre-university graduate has had at least eight years of instruction in English, and perhaps as many as twelve. With very few exceptions, however, no schools in Thailand are allowed to teach through the medium of English. Furthermore, instruction is rarely given by native speakers of English outside the classrooms. While the advent of the Peace Corps has made available a fair number of English teachers who can serve as good models for Thai students attempting to learn the language, their employment has been chiefly at levels where the incorrect and garbled English taught by Thai instructors at lower levels cannot easily be remedied. Linguistically, English and Thai are very dissimilar languages and complete mastery of one language by a native teacher of the other is rarely achievable, even under optimal circumstances. Consequently, admissions personnel should be particularly careful to insist upon some objective evidence of proficiency before admitting Thai as freshmen, unless the admitting institution is prepared to offer the necessary language instruction.

American colleges and universities that do not demand TOEFL scores to demonstrate English proficiency can depend on the AUA binational language center in Bangkok to conduct one of the Michigan Tests ("A" or "B" forms), ALIGU-ORAL and a written essay. This test will also be relied upon by the American Counsul if he is asked to determine proficiency. The same test is used by IIE in its interview reporting upon Thai applicants.

HIGHLIGHTS OF THE WORKSHOP DISCUSSIONS ON THAI EDUCATION

The Thai National Government takes responsibility for developing the curricula for all schools, private as well as public. It determines textbooks to be used and administers the most critical examinations, the School Leaving Diploma examination and the University Entrance examination.

Students unable to continue in the university preparatory mainstream in secondary school (grades 8-10) may be diverted into vocational schooling or teacher education. In spite of the fact that there is a high degree of overlap in the three curricula, students in vocational and pedagogical programs are pallid counterparts of their more gifted peers. In Thailand vocational schooling and teacher training are viewed as less desirable alternatives. Only rarely could a graduate from a vocational secondary institution or a teacher-training secondary institute be considered for regular admission to an American college or university.

In Thailand today, of the eight institutions designated as universities, five are located in Bangkok and three in the provinces. The names of these universities and the years in which they were founded appear below:

Bangkok Universities	Provincial Universities
Chulalongkorn University (1917)	Chiengmai University (1964)
Kasetsart University (1943)	Khon Kaen University (1964)
University of Medical Sciences (1943)	Songkhla Nakrinda University (1967)
Silpakorn University (1943)	
Thammasat University (1943)	

Consideration is presently being given to relocating parts or all of Kasetsart University, Silpakorn University, and Thammasat University in more provincial surroundings, but such efforts have encountered strong opposition.

Only two Thai universities, Chulalongkorn and Thammasat, approach the typical American university in the breadth of offerings or in the size of enrollment. If present plans materialize, the remaining six institutions will eventually be organized in ways that will justify their classification as universities.

All universities are operated by the Thai government, with all personnel, including faculty and staff, being classified as civil servants. Professional salaries are low, especially for instructors who lack advanced degrees; consequently, many faculty members seek outside employment in order to supplement their incomes.

Most undergraduate degrees now require only four years since the Civil Service Commission removed incentives for an additional year of study by relating the pay scales to the degree rather than to the years of preparation. The Faculty of Architecture at Chulalongkorn still maintains its five year degree program as does the Faculty of Agriculture at Kasetsart. The Faculty of Veterinary Sciences at Kasetsart requires six years to complete its degree program.

During the workshop discussions, the matter of concurrent degrees arose. It had been noted that students sometimes have been matriculated at Thammasat Univ-

ersity while enrolled in a degree program at some other university, thus earning two degrees within the normal period of four years. Degrees obtained from universities other than Thammasat are based upon a minimum 80 percent class attendance, while those gained at Thammasat require no specific attendance. In working for his second degree at Thammasat, it is conceivable that the student attended few classes, if any at all, borrowed class notes which he later memorized, and then sat for the course examination. Only under these circumstances have simultaneous degrees been possible.

These simultaneous degrees should not be confused with a second bachelor's degree awarded several years after the completion of a first bachelor's degree, as sometimes occurs in the United States.

Discrepancies in dates of attendance may occasionally appear on secondary and university records. These discrepancies may be due to errors in copying the records or in converting dates from the Thai calendar. It would be prudent for admissions officers to write to the institution in question if such discrepancies appear.

In the area of humanities, Thai students appear to follow programs that are quite different from those offered in the United States. Whereas the library is considered the heart of a university in the U. S., libraries in Thailand are underdeveloped and poorly utilized. Thus, independent reading by students is rare. In the area of the social sciences, while course titles may appear similar to those in an American curriculum the approach is different in that again there is little supplemental reading and emphasis is placed on the applied aspects of the disciplines rather than on their theoretical content.

Thai students sometimes spend as many as forty hours per week in class. Rote memorization characterizes the educational experience with neither incentive for creative achievement nor independent reflection being present.

One point relating to grades was emphasized during these discussions -- that the admissions officer should be cautious in using keys which attempt to equate U.S. grades with Thai percentage grades. Thai grades have been known to fluctuate in the past. Also, wide discrepancies have been noted among such keys currently in circulation.

It is interesting to note that while many Asian students in the U.S. are reluctant to return to their native countries upon completion of their degree programs, the Thai student is not among these. As a rule, he completes a degree program and returns home to a somewhat more exalted position than the one he left. Prestige is added to his stature by the very fact that he has been to the United States even if his studies have not culminated in a degree.

The workshop committee wishes to call to the attention of the admission officer the availability of the services (Applicant Information Service) of the Institute of International Education which presently maintains an office in Bangkok.* Upon request, the IIE director will conduct an interview with the applicant and will send to the inquiring institution thorough information regarding the motivation, academic credentials, English proficiency, financial capability, health and personality of the applicant. The IIE director will respond to any specific inquiries concerning the applicant's credentials or educational institution. Inquiries should be addressed to:

* Only IIE educational associates will receive this service after January 1, 1968, due to the number of requests from universities.

Dr. John F. Brohm, Director
Institute of International Education
National Education Council Building
Sukhothai Road
Dusit, Bangkok
Thailand

UNDERGRADUATE ADMISSION AND PLACEMENT RECOMMENDATIONS

When considering a Thai applicant for undergraduate admission, it may be assumed that he has had the equivalent of a U.S. high school education if he has passed the secondary education diploma examination administered by the Ministry of Education at the end of his twelfth year. For purposes of admission and placement, the main considerations are course content and quality of academic performance rather than quantity. Students who pass this examination are eligible to sit for Thai university entrance examinations. They can present as evidence of their academic attainment a certificate from the Ministry of Education which includes their final grades on the secondary education examination or the same grades shown on a pre-university school transcript along with the grades based upon classwork completed in the school.

The student seeking admission to a university usually takes the "Arts" or "Science" examination. Students who fail the examination may repeat it in subsequent years, as many times as they wish. An equivalent examination is also administered for students who have not completed twelve year of formal education but who are eighteen years old or more. If they succeed, and many do, they will receive a diploma not readily distinguished from that issued by the Ministry of Education to students who have completed the twelve year curriculum. Therefore, diplomas issued by the Thai Ministry of Education might well be suppiemented with "pre-university" (M.S. IV and V) and secondary (M.S. I-III) school records. The secondary education diploma is not the basis for admission to Thai universities; an additional entrance examination administered by the National Educational Council is required.

The admission officer of a U.S. institution of higher education is encouraged to pay particular attention to class rank, usually a more important consideration than an over-all percentage average.

Graduates of "pre-university" (M.S.V. or the former Matayom 8) or the equivalent may be compared with graduates of U.S. high schools. Statistics published by the Thai Ministry of Education indicate that graduates of the schools listed below perform better on the School Leaving certificate than do the graduates of most other schools within their categories:

Triam Udom (co-ed)
Mater Dei (girls)
Assumption College (Bangkok) (boys)

Classes are conducted through the medium of Thai in the three schools noted above.

Few Thai students are able to attend classes conducted through the medium of English, but some are able to do so at the following schools:

Bangkok Pathana
International School of Bangkok

Adventist Special Time School
Ruam Rudi School

In the Bangkok Pathana and the International School, classes are conducted in English; in Special Time and Ruam Rudi through the medium of both Thai and English. Students taught through the medium of English at these schools may prove to be better prepared in the English language. It is highly probable that Thai students admitted to U.S. universities who have had all previous instruction in the medium of the Thai language would profit from a preliminary intensive course in English for foreign students and an orientation seminar covering study skills and library usage. Most applicants will be inexperienced in the English language and American study skills.

Because Thai institutions of higher education specialize from the outset, it would appear unwise to accept as transfers students who have completed more than half of their undergraduate curriculum in Thai universities. Exception may be made in those cases where the regular degree program encompasses five years or more of preparation and in these cases, the student should complete a minimum of the last two years at the U.S. university.

Students who have completed more than two years at a Thai university should probably be encouraged to complete their degree programs at home and then, if they have sufficiently strong academic records, apply for graduate studies in the United States.

Thai students who have not completed their degrees or those who hold three year diplomas should be required, when transferred to U.S. universities, to complete general education and major and minor requirements not already covered. Coursework completed at Thai universities should be evaluated on a course by course basis and be subject to validation by examination and satisfactory academic performance in subsequent coursework. In selecting Thai students for transfer, probably only those who have maintained the equivalent of a "B" average should be encouraged. Attention should be given to those subjects in which the student has been "re-examined." Initial examination failures may be atoned for through one re-examination in the same year. However, at the College of Engineering, Chulalongkorn University, if the student is successful in his re-examination, the original failure frequently will not appear on his transcript, and the minimum passing grade 60 percent will be shown.

At the conclusion of (M.S. III-grade 10) a student may elect, or may be forced because of poor examination results, to enter either a vocational or teacher training institute. The vocational student will complete three years beyond M.S. III for a total of thirteen years. In addition to potential English language problems, deficiencies may be noted in the academic background of the vocational student because of the practical nature of the curriculum completed. Admission officers should normally consider the vocational student only for admission to special programs because he does not have the academic background to enter a degree program in U.S. universities.

Students in the teacher-training institutes complete a two-year course of study after M.S. III. The program pursued here leads to the elementary teacher certificate which is roughly equivalent to completion of pre-university MSV (grade 12). There is also an external examination for the elementary teacher certificate which does not necessarily represent completion of twelve years of formal education. Applicants who present only elementary teacher certificates are usually not academically well prepared for degree programs at American universities.

Higher Education

Chulalongkorn University

Chulalongkorn University is currently comprised of the following Faculties: architecture; arts; commerce and accountancy; education; engineering; political science; and science. Each of the Faculties enjoys an administrative autonomy that includes, among other things, the production of distinctively different types of transcripts.

The Faculty of Arts and the Faculty of Science have each produced a composite transcript which records departmental averages on an annual basis. These transcripts alone need not be accepted by admissions officers since it is impossible to determine specific courses and individual grades. Both faculties, upon request, will produce a detailed course transcript. The transcript issued by the Faculty of Arts reveals the courses taken and the class hours pursued, but it fails to report individual examination scores, years repeated and passes based upon reexamination. The transcript issued by the Faculty of Science can generally be considered to be complete as presented. It is best, however, to request both types of transcripts showing numerical grades.

The Faculty of Commerce and Accountancy has issued three distinct types of transcripts in the past five years. The type being produced today assigns letter grades for each of the course examinations and indicates the student's final rank in class. These letter grades are supposed to be directly related to the grades received by the student for his course work -- the percentage grades being kept secret by the Faculty. Admissions officers may encounter transcripts where the Roman numerals I, II, III and IV were used. Class rank was also recorded. The distinction between each of the Roman numeral grades was not well articulated with the actual grading practices of the Faculty, so that all students received a vast majority of "III"s-the lowest passing mark. Such transcripts were also of the composite grade form, making it difficult to ascertain grades other than departmental averages. Prior to the use of Roman numerals, the Faculty of Commerce and Accountancy recorded percentage grades on transcripts. These were interpretations of grades that were thought to be more comparable to standard American grading practices and were not the actual percentage grades received by the student in his course work. Admission should not be based on this type of transcript which is no longer produced by the Faculty. Since some applicants from this Faculty have recently produced fraudulent transcripts, it is recommended that only those transcripts designated "Certified True Copy" and signed by the Faculty Secretary be accepted.

The College of Engineering will not show the student's rank in class or graduating percentages on his transcript but will produce a statement on these matters if requested by the student. The College of Engineering awards a 60 percent as the maximum score for a repeated examination. Thus 60's may indicate that the student failed the examination on the first attempt.

The Faculty of Education awards a second Bachelor's degree on the basis of two years of study to those who have already obtained a Bachelor's degree from one or another of the Chulalongkorn Faculties. No graduate credit should be given for any of this work since it represents undergraduate level study. Graduate applicants should submit transcripts from the Faculty in which they obtained their original degree as well as from the Faculty of Education. Transcripts from this faculty will show letter grades only.

Transcripts issued by the Faculties of Political Science and Architecture

are given in percentage grades and are generally complete.

Kasetsart University

Kasetsart University, founded as an agricultural school, has recently added a Faculty of Economics and Business Administration and a Faculty of Science and Arts in addition to its existing Faculties of Agriculture, Engineering, Fisheries, Forestry, and Veterinary Science. This institution does not usually attract top-ranking academic candidates. Many of its students have failed to gain admission into what they consider to be more desirable courses of study. Levels of English proficiency among its graduates are apt to be low.

University of Medical Sciences

Transcripts from this university are given in letter grades only. However, at the request of the admitting institutions, a percentage grade transcript will be forwarded which also shows the student's annual over-all average. The passing grade is 60 percent except for the graduate degree in Pharmacy where it is 80 percent. Graduate applicants from this university will generally be from the Faculty of Pharmacy. Other faculties include Dentistry, Medical Sciences, Medical Technology, Medicine and Public Health. A Faculty of Graduate Studies exists in the University as well. Students enroled in this Faculty have represented for the most part those who were not permitted to enroll in the Faculty of Medicine, though efforts are being made to attract highly qualified candidates. The courses and programs are currently being upgraded through a grant from the Rockefeller Foundation.

Silpakorn University

Silpakorn University is the smallest of the Bangkok Universities and is comprised of Faculties of Archaeology, Decorative Arts, Painting and Sculpture, and Thai Architecture.

The Faculty of Archaeology has had two types of students: those actually studying archaeology and regular arts students who, for the most part, are those who failed to gain admission to the Faculty of Arts at Chulalongkorn University. A syllabus should therefore be requested to aid in determine the student's program of study.

Thammasat University

Thammasat University has presented a problem to admissions officers because of its unusual grading policies and academic regulations. These have resulted in incomplete transcripts. Classroom attendance is still not compulsory for the most part. Students have obtained degrees through studying on their own, borrowing class notes from friends, and by sitting for the same examinations time after time. Nothing is ever shown on the transcripts to indicate the presence of such irregularities. The first step in considering a graduate of Thammasat for admission to a United States graduate school is to determine the number of years he was enroled for his degree. One must understand that in producing a transcript for the student who has required more than four years to graduate, Thammasat not only fails to indicate the number of years actually required, but it does not reveal how many times a course has been repeated nor what the original failing

grades were. All that appears on the transcript is the final passing grade. Under present operating circumstances, if a student fails a course and is not allowed to repeat because he has been enroled for the maximum seven years, his transcript will simply show hyphen marks where the grades should appear. This is the nearest that Thammasat will come to revealing outright failures, and one must keep a sharp eye open for these indicators since even a substitute "junior" degree may be awarded the student who has finally failed. At the request of the student, transcripts will be issued showing percentage grades, class hours per week and rank in class at graduation.

Provincial Universities

There has been little opportunity to examine academic credentials from these schools since the Faculty of Medicine at Chiengmai University is the only one which has graduated any students to date.

Other Institutions of Higher Education

The Asian Institute of Technology (formerly the Seato Graduate School of Engineering)

This institute developed in 1959 as an affiliate of Chulalongkorn University, and its degrees were actually awarded by the latter through 1966. The Institute offers advanced degrees in engineering and is now independent.

The National Institute of Development Administration

This institute is the lineal descendent of the former Institute of Public Administration of Thammasat University. It too, is now independent, and like AIT offers the master's degree only.

College of Education

The College of Education, with its four branches at Prasarnmitr, Pathumwan, Bangsaen and the new one at Pitsanuloke, presents a special problem in that admission to junior year classes can be obtained, through entrance examination, by holders of the Thai secondary school teachers' certificate. This certificate is frequently awarded on the basis of external examination only. Thus it is theoretically possible for applicants to be admitted as junior year students even though they may not have had anything like fourteen years of formal preparation. It is imperative, then, that admissions officers obtain a transcript showing four years of post-secondary study. This might, of course, include two years of a teacher-training college and two years at the College of Education. A further problem with the College of Education involves the twilight school students. Though the courses for which they are enroled may have the same titles and credits as those taken by the day students, it seems unlikely that the character of the competition is similar and it may therefore be unwise to equate grades obtained under these circumstances with those obtained by regular day students. The twilight program is not identified as such on the transcript but usually can be detected by the evaluator because of the smaller number of courses completed each term.

Maha Chulalongkorn and Mahamakut Rajavithayalai

These are two Buddhist universities, both of which confer degrees which are not recognized as being academically equivalent to degrees given by Thai government universities.

The Royal Military Academy

Like the Buddhist universities mentioned previously, this institution grants an academic degree, but it is not recognized by the Thai government as being equivalent to a university degree. Academic credentials should be closely scrutinized and placement made only after a course by course evaluation of the applicant's previous educational experience.

Thonburi Technical Institute, Bangkok Technical Institute, and Other Government Institutes

Some of these institutes, which operate on a post-secondary level, have applied for status as degree granting institutions. However, graduates of their programs have usually completed no more than fourteen or fifteen years of technical education and will, for the most part, make ineffective applicants because of their pronounced English deficiencies. Persons presenting such documents are not eligible for graduate admission, but may be considered as junior college graduates with the understanding that their program has emphasized practical and applied aspects of their discipline with a complimentary lack of preparation in theory. At the present time new curricula are being developed which the Thai National Education Council considers to be the equivalent of a university education in the field of engineering, but this conclusion should be accepted with caution.

EVALUATING THAI CREDENTIALS

Many admissions officers have copies of the evaluation of grading systems by USOM, Thailand, which has been revised as late as 1965. It should be used with caution as the "minimum grade recommended for admission to foreign graduate schools" is often set too low. These figures were arrived at by collaboration with the Thai faculties involved and are probably not completely objective.

GRADUATE PLACEMENT RECOMMENDATIONS

It is recommended that U.S. institutions of higher education recognize the legitimate undergraduate degree from Thai universities as representing the completion of four or more years of post-secondary education. Considering the problems presented in attempting to evaluate transcripts from the various disciplines within the total system, fundamental differences in curricula, inadequacies in English proficiency, and irregularities consistent with educational administrative policy, graduate applicants might be admitted to a "special" or "unclassified" status as a precautionary measure until evidence of ability to succeed can be determined. Institutions are encouraged to develop their own guidelines for admitting graduate students based upon personal experience with other Thai students and with graduates of the individual Thai universities.

The statistics below show the enrolment figures for the academic year 1966-67 of the various universities as well as of the individual faculties or departments.

CHIENGMAI UNIVERSITY

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Agriculture	51	6	57	75	12	87	-	-	-
Humanities	21	137	158	51	290	341	-	-	-
Medicine									
Medicine	53	7	60	192	39	231	-	-	-
Midwifery	--	--	--	--	38	38	-	-	-
Nursing	--	44	44	--	127	127	-	-	-
Pharmacy	--	--	--	8	2	10	-	-	-
Science									
Pre-Medical	53	14	67	97	47	144	-	-	-
Pre-Medical Tech	14	11	25	17	13	30	-	-	-
Pre-Nursing	--	53	53	--	53	53	-	-	-
Pre-Pharmacy	13	11	24	22	18	40	-	-	-
Science	88	54	142	166	87	253	-	-	-
Social Sciences	72	85	157	144	179	323	-	-	-
TOTAL	365	422	787	772	905	1677	-	-	-

CHULALONGKORN UNIVERSITY

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Architecture	87	20	107	340	64	404	--	--	--
Arts	28	195	223	61	633	694	5	23	28
Commerce & Accountancy									
Full-time	150	220	370	450	668	1118	20	25	45
Evening Course	47	25	72	68	52	120	--	--	--
Education									
Four-year B. Ed.	39	180	219	169	554	723	27	60	87
Two-year B. Ed. (Transfer)	--	---	---	25	69	94	--	--	--
Diploma Course	--	---	---	8	8	16	--	--	--
Four-year (Evening)	31	79	110	43	91	134	--	--	--
Engineering									
Full-time	350	9	359	1572	32	1604	42	--	42
Evening Course	74	1	75	131	1	132	--	--	--
Mass Communication (Autonomous Department)	65	42	107	99	70	169	--	--	--
Political Science									
Full-time	103	140	243	329	445	774	36	17	53
Evening Course	49	5	54	85	7	92	--	--	--
Science									
Full-time	82	149	231	459	371	830	27	41	68
Evening Course	77	25	102	77	25	102	--	--	--
Pre-med Science	143	92	235	232	138	370	--	--	--
Practical Chemistry	17	9	26	47	31	78	--	--	--
SEATO Grad School of Engineering									
	--	--	--	--	--	--	102	8	110
TOTAL	1342	1191	2533	4195	3259	7454	259	174	433

COLLEGE OF EDUCATION

Branch Division	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Bangsaen									
Full-time	64	73	137	206	224	430	--	--	--
Twilight	--	--	--	430	428	858	--	--	--
Patumwan									
Full-time	18	81	99	147	374	521	--	--	--
Twilight	150	207	357	237	304	541	--	--	--
Prasammit									
Full-time	27	35	62	496	258	754	48	40	88
Twilight	--	--	--	711	538	1249	--	--	--
TOTAL	259	396	655	2227	2126	4353	48	40	88

KASETSART UNIVERSITY

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Agriculture	216	85	301	790	385	1175	27	18	45
Economics & Bus. Ad.	98	35	133	280	218	498	38	11	49
Engineering	46	--	46	221	--	221	--	--	--
Fisheries	49	10	59	123	34	157	--	--	--
Forestry	108	--	108	350	--	350	--	--	--
Science & Arts	30	24	54	30	24	54	--	--	--
Veterinary Science	34	4	38	162	28	190	--	--	--
TOTAL	581	158	739	1956	689	2645	65	29	94

UNIVERSITY OF MEDICAL SCIENCES

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Dentistry									
Dentistry	21	43	64	94	124	218	--	--	--
Dental Hygiene (Dip)	--	11	11	--	19	19	--	--	--
Graduate Studies									
Basic Medical Science	--	--	--	--	--	--	12	19	31
Clinical Science (Dip)	--	--	--	--	--	--	40	37	77
Clinical Sciences	--	--	--	--	--	--	5	--	5
Medical Sciences									
Pre-dentistry	41	46	87	64	86	150	--	--	--
Pre-medical sciences	148	40	188	289	102	391	--	--	--
Pre-medical tech.	31	28	59	55	68	123	--	--	--
Pre-nursing	--	18	18	--	41	41	--	--	--
Pre-pharmacy	73	56	129	125	118	243	--	--	--
Pre-physical therapy	13	10	23	13	10	23	--	--	--
Pre-sanitation	60	--	60	114	--	114	--	--	--
Medical Technology									
Medical Tech (BS)	--	--	--	15	16	31	--	--	--
Medical Tech (Dip)	--	--	--	27	25	52	--	--	--
Medicine									
Sciraj Hospital									
Medicine	92	60	152	345	190	535	--	--	--
Midwifery	--	110	110	--	110	110	--	--	--
Nursing (Dip)	--	55	55	--	205	205	--	--	--
Nursing (BS)	--	--	--	--	31	31	--	--	--
Physical Therapy	--	--	--	18	6	24	--	--	--

(continued)

UNIVERSITY OF MEDICAL SCIENCES (continued)

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Chulalongkorn Hospital									
Medicine	69	32	101	240	104	344	--	--	--
Ramathibodi Hospital									
Nursing (Dip)	--	49	49	--	92	92	--	--	--
Pharmacy	--	--	--	164	200	364	1	1	2
Public Health									
Health Ed. (BS)	21	16	37	50	23	73	--	--	--
Nutrition (BS)	23	12	35	23	12	35	--	--	--
Public Health (MS)	--	--	--	--	--	--	22	7	29
Public Health Nurs. (BS)	--	9	9	--	9	9	--	--	--
Public Health Nurs.(Dip)	--	70	70	--	70	70	--	--	--
Sanitation (BS)	32	--	32	32	--	32	--	--	--
Sanitation (Dip)	35	--	35	35	--	35	--	--	--
Tropical Medicine (Higher Cert.)			--	--	--	--	5	1	6
TOTAL	659	665	1324	1703	1661	3364	85	65	150

KHONKAEN UNIVERSITY

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Agriculture	45	8	53	106	31	137	--	--	--
Engineering	88	1	89	171	1	172	--	--	--
TOTAL	133	9	142	277	32	309	--	--	--

SILPAKORN UNIVERSITY

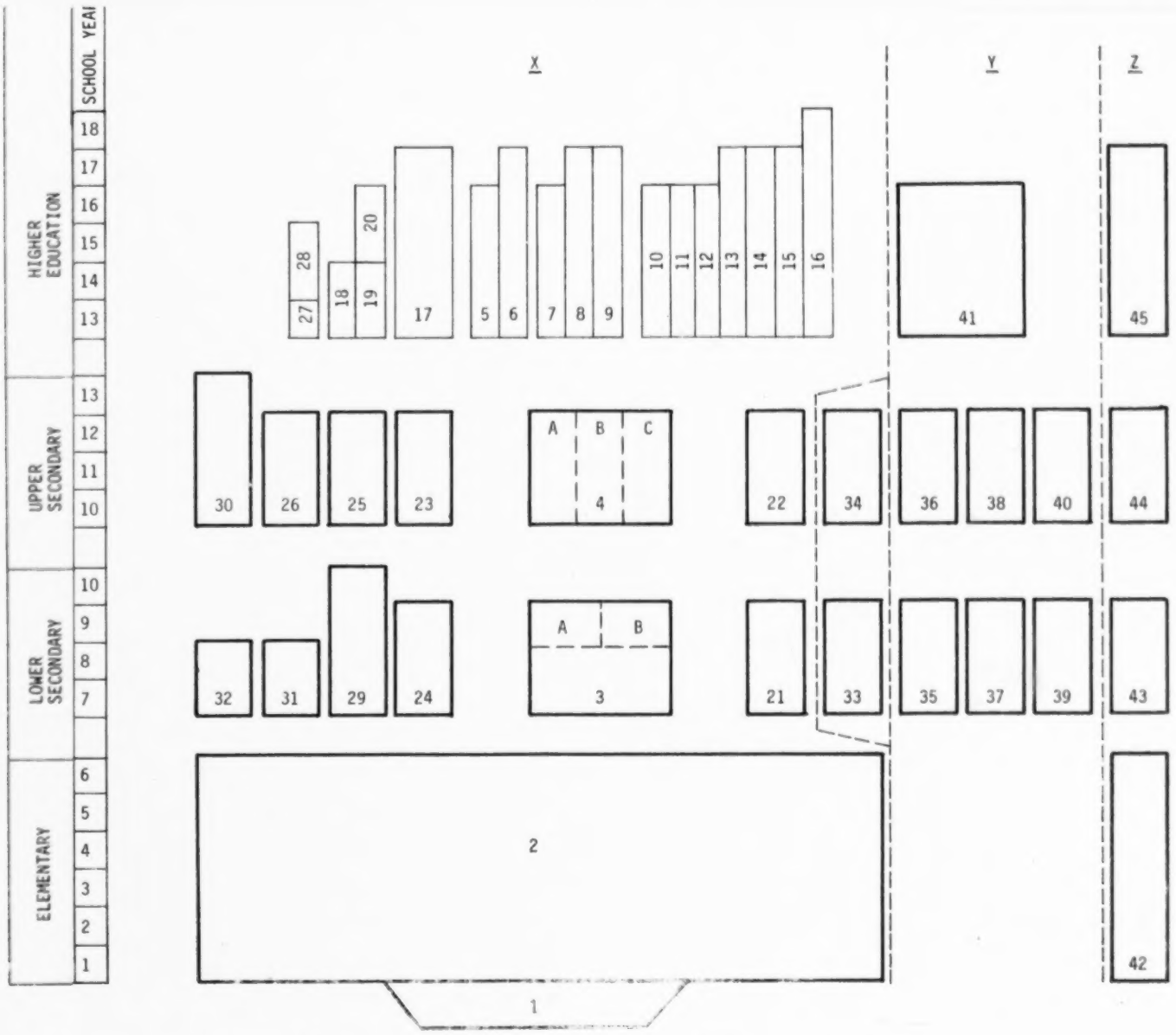
Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Archaeology	22	8	30	63	45	108	--	--	--
Decorative Arts	11	18	29	26	82	108	--	--	--
Painting & Sculpture	22	8	30	93	21	114	--	--	--
Thai Architecture	33	1	34	167	21	188	--	--	--
TOTAL	88	35	123	349	169	518	--	--	--

THAMMASAT UNIVERSITY

Faculty	Freshman Class			Total Undergrad			Graduate		
	M	F	T	M	F	T	M	F	T
Commerce & Accountancy	11	10	21	1796	2281	4077	13	9	22
Economics									
Full-time	--	--	--	428	312	--	--	--	--
Evening	--	--	--	185	59	--	--	--	--
Law	601	95	696	2667	247	2914	21	--	21
Liberal Arts	1092	970	2062	1139	1278	2417	--	--	--
Political Sciences	--	--	--	339	68	407	214	21	235
Social Administration									
Journalism	102	38	140	234	125	359	--	--	--
Social Admin.	332	140	472	682	516	1198	14	30	44
Social Sciences & Humanities	--	--	--	16	26	42	--	--	--
TOTAL	2138	1253	3391	7486	4912	11414	262	60	322

Part 3

Kenneth L. Neff



See pages 3.i, 3.ii and 3.iii for key and progress streams.

Prepared by Kenneth Neff

KEY TO DIAGRAM OF INDONESIAN EDUCATIONAL SYSTEM

Note: X = Schools administered by the two Departments of Education.
Y = Schools administered by government agencies other than the two departments of Education and the Department of Religion.
Z = Schools administered by the Department of Religion.

X

1. Kindergarten -- Taman Kanak-Kanak
2. Primary Schools -- Sekolah Dasar, or Sekolah Rakjat
3. Junior Middle Schools -- Sekolah Menengah Tingkat Pertama
4. Senior Middle Schools -- Sekolah Menengah Tingkat Atas
5. Faculties of Law -- Fakultas Hukum
6. Faculties of Economics -- Fakultas Ekonomi
7. Faculties of Social and Political Sciences -- Fakultas Sosial dan Politik
8. Faculties of Arts and Letters -- Fakultas Sastra
9. Faculties of Pedagogy -- Fakultas Pedagogi
10. Faculties of Technology -- Fakultas Tehnik
11. Faculties of Science and Mathematics -- Fakultas Ilmu Pasti dan Alam
12. Faculties of Chemistry, Biology and Pharmacy -- Fakultas Kimia, Ilmu Hajat, dan Farmasi
13. Faculties of Agriculture and Forestry -- Fakultas Pertanian dan Kehutanan
14. Faculties of Veterinary Science and Animal Husbandry -- Fakultas Kehewanan dan Peternakan
15. Faculties of Dentistry -- Fakultas Kedokteran Gigi
16. Faculties of Medicine -- Fakultas Kedokteran
17. Institutes of Education - Institut Keguruan Ilmu Pendidikan
18. Junior Middle School Teacher Training -- Pendidikan Guru
19. B-I Course -- Kursus B-I
20. B-II Course -- Kursus B-II
21. Commercial Junior Middle Schools -- Sekolah Menegah Ekonomi Tingkat Pertama
22. Commercial Senior Middle Schools -- Sekolah Menengah Ekonomi Tingkat Atas
23. Teachers' School A -- Sekolah Guru A
24. Junior Technical Schools -- Sekolah Tehnik
25. Senior Technical Schools - Sekolah Tehnik Menengah
26. Technical Teachers' Training Schools -- Sekolah Guru Pendidikan Tehnik
27. Technicians' Course A -- Kursus Ahli Tehnik (A)
28. Technicians' Course B -- Kursus Ahli Tehnik (B)
29. Domestic Science School (4-year) -- Sekolah Kepandaian Puteri
30. Domestic Science Teachers' Schools -- Sekolah Guru Kepandaian Puteri
31. Domestic Science Schools (2-year) -- Sekolah Kepandaian Puteri (2)
32. Vocational Craft Schools -- Sekolah Kedjuruan

Key to Figure I (cont.)

X and Y

33. Courses at the junior middle school level
34 Courses at the senior middle school level

Y

35. Junior Agricultural (Fisheries) Middle Schools -- Sekolah Pertanian (Perikanan) Menengah Tingkat Atas
36. Senior Agricultural (Fisheries) Middle Schools -- Sekolah Pertanian (Perikanan) Menengah Tingkat Atas
37. Junior Forestry Middle Schools -- Sekolah Kehutanan Menengah Tingkat Pertama
38. Senior Forestry Middle Schools -- Sekolah Kehutanan Menengah Tingkat Atas
39. Other lower middle schools operated by government agencies other than the Departments of Education
40. Other higher middle schools operated by government agencies other than the Departments of Education
41. Academies operated by government agencies

Z

42. Islamic schools at the primary level
43. Islamic schools at the junior middle school level
44. Islamic schools at the senior middle school level
45. Islamic higher education

EDUCATIONAL PROGRESS STREAMS

Students may progress from one type of institution to another as follows (numbers below correspond to numbers in Figure 1; see key on pages B and C):

Graduates of:	May proceed to:
2	any school at the lower secondary level
3A	4A, 4C, 22, 23, 30, 34, and 40
3B	4B, 23, 25, 26, 34, 36, 38, and 40
21	22
24	25, 26
29	30
33	34
35	36
37	38
39	40
4A	5, 6, 7, 8, 9, 17, 18, 19, 41
4B	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 41
4C	5, 6, 17, 18, 41
22	6, 17, 18, 19, 41
23	17, 18, 19
25	10, 17, 19, 27
26	10, 17, 19, 27
30	17, 19
34	41
36	13, 14, 41
38	13, 41
40	41
27	28
19	20
42	43
43	44
44	45

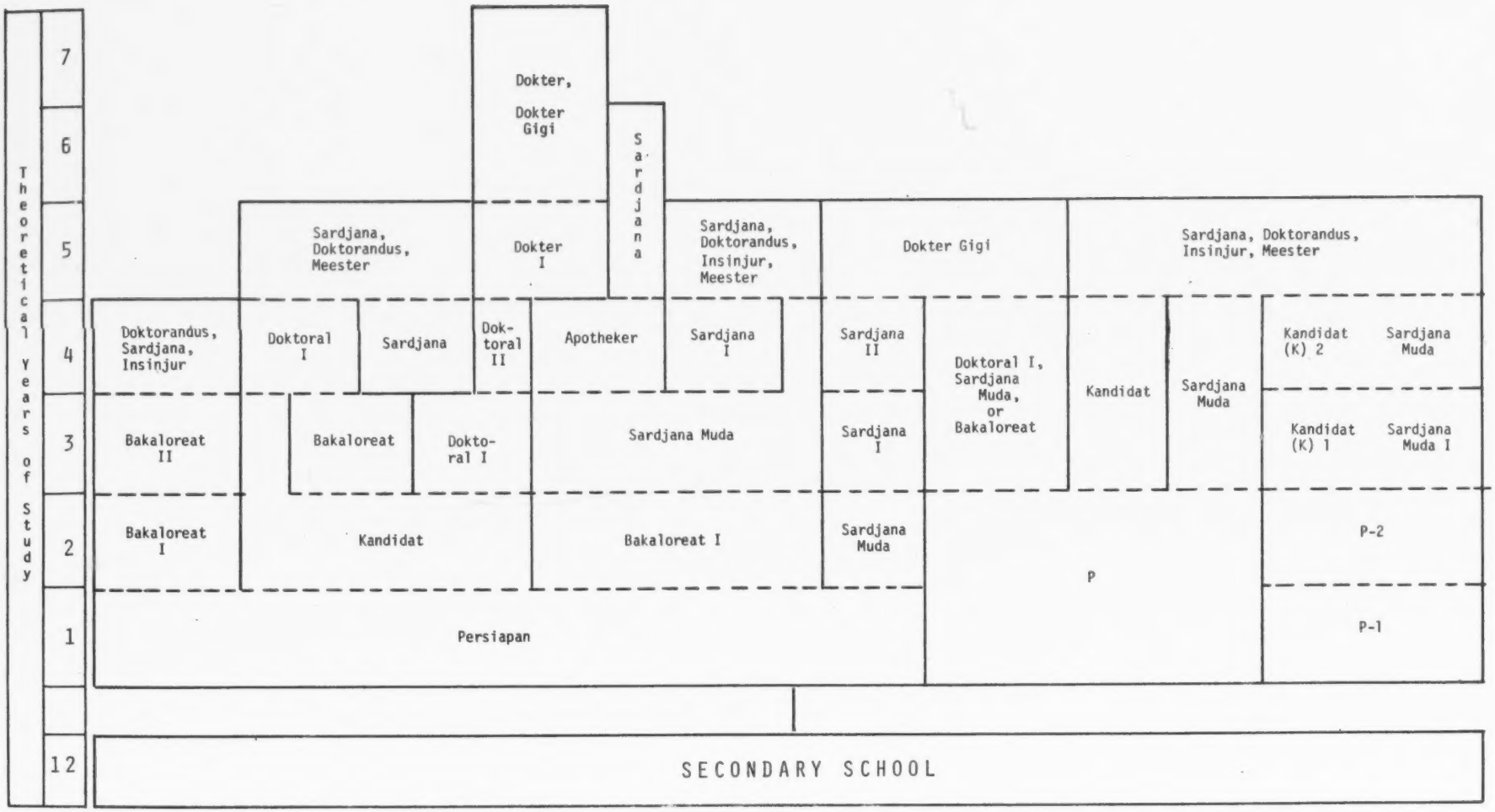


FIGURE 2. DEGREE AND CERTIFICATE PROGRESSIONS IN INDONESIAN HIGHER EDUCATION c. 1959. (Degree titles are as used in Indonesia as translation for most would be misleading. Dokter - Medical doctor; Dokter Gigi - Dentist; Insinjur - Engineer ; Meester - Lawyer.

SOURCE: Kenneth Neff

INDONESIA

The Indonesian Educational System

There are five categories of educational institutions in Indonesia, judged on the basis of control: national (or state) schools, subsidized private schools, assisted private schools, unassisted private schools, and schools operated by government departments other than the Department of Education. All except the last types of schools are to be found at each of the four levels of education: primary, lower secondary, higher secondary, and post secondary. The basic structure of the system is a 6-3-3 primary-secondary progression followed by from 2 to 7 years of higher education.

An overview of the full range of institutionalized educational activity in Indonesia reveals a confusing proliferation of institutions. In addition to the system of general and vocational schools, there are semi-private religious schools, physical education schools, agricultural schools, forestry schools, fishery schools, and a host of academies and schools attached to various government agencies which offer specialized training on the secondary and higher education levels. To further complicate the situation, many of the technical and vocational schools have inservice-training counterparts. For example, in addition to higher secondary teacher training schools, there are higher secondary teacher training courses and higher secondary teacher study associations offering correspondence-type training for upgrading teachers. The Communist Party in Indonesia (P.K.I.) at one time operated its own system of elementary, secondary and higher education, although course requirements at each level were considerably more abbreviated than in other schools.

The chief problem encountered in describing the Indonesian educational system is the lack of data, plus the fact that much of the available information is not comparable from year to year. For some types of schools little, if any, information can be gleaned from published reports as to the program of study or the number of teachers, students and schools.

General Schools

The general, or academic, schools are the structural backbone of the Indonesian system of education. Their relationship to the system as a whole is illustrated in the above chart describing the structure of the Indonesian educational system.

Structure

Pre-university academic education is offered on three levels. Schools at the primary level (Sekolah Dasar or S.D.) offer six years of education, but there are a number of incomplete schools which provide only the first three years. Prior to 1963, these schools were called Sekolah Rakjat (S.R.).

TABLE I

CURRICULUM OF INDONESIAN GENERAL SCHOOLS, GRADES 1 THROUGH 12
(Number of Class Hours of Instruction Per Year by Subject and by Grade)

Subject	Grade Level															Totals		
	1	2	7	8	9		10			11			12			A	B	C
					A	B	A	B	C	A	B	C	A	B	C			
Language & Literature:																		
Indonesian	--	--	146	146	176	117	163	98	98	163	98	98	163	98	98	1,841	1,587	1,646
Local	195	195	59	59	59	29	130*	--	--	130*	--	--	--	--	--	1,286	996	1,026
English	--	--	146	117	146	117	130	98	130	130	98	130	195	130	130	864	706	799
French	--	--	--	--	--	--	)	--	)	)	--	)	)	--	)	)	--	)
German	--	--	--	--	--	--	)98	65*	)65*	)98	65*	)65*	)98	65*	)65*	)294	195	)195
Math/Science:																		
Math/Arithmetic	117	117	--	--	117	--	--	--	65	--	--	65	--	--	65	1,079	962	1,274
Algebra	--	--	117	89	59	117	32*	65	65	32*	65	65	--	98	65	329	551	460
Trigonometry	--	--	--	--	--	--	--	65	--	--	32	--	--	65	--	--	162	--
Geometry	--	--	89	117	--	117	--	98	--	--	65	--	--	98	--	206	584	206
Biology	--	--	59	59	59	59	--	65	--	--	65	--	--	65	--	327	522	327
Chemistry	--	--	--	--	--	59	--	130	65*	--	130	65*	--	130	--	--	449	130
Physics	--	--	59	89	29	59	--	130	--	--	162	--	--	162	--	227	711	227
Mechanics	--	--	--	--	--	--	--	--	--	--	65	--	--	98	--	--	163	--
Social Science:																		
History	--	--	59	59	89	59	195	65*	130	195	65*	130	195	--	65	917	432	657
Geography	--	--	59	59	89	59	65	32*	98	65	65*	98	65	--	98	552	424	651
Civics/Law	--	--	--	--	--	--	65	65*	130	65	32*	130	65	--	162	195	97	422
Economics	--	--	--	--	--	--	65	32*	98	65	32*	98	65	--	98	195	64	294
Ethnology	--	--	--	--	--	--	32	--	32	32	--	32	32	--	32	96	--	96
Other:																		
Phys. Ed. & Hygiene	78	78	89	89	89	89	130	98	98	130	65	98	98	65	98	1,185	1,055	1,121
Religion & Ethics	19	19	29	29	29	29	65	65	65	65	65	65	65	65	65	548	548	548
Music	39	39	29	29	29	29	--	--	--	--	--	--	--	--	--	365	365	365
Drawing & Writing	78	78	59	59	59	59	65*	)65*	65*	65*	)65*	65*	65*	--	--	684	)619	619
Bookkeeping	--	--	--	--	--	--	--	)	65	--	)	65	--	--	65	--	)	195
Crafts	19	19	59	59	29	29	--	--	--	--	--	--	--	--	--	385	385	385
Totals	545	545	1058	1059	1058	1027	1235	1236	1269	1235	1234	1269	1106	1139	1106	11,575	11,577	11,643

*"Less important subjects."

Sources: M. Hutasoit, Compulsory Education in Indonesia; and A. N. Hadjarati, Secondary Education in Indonesia

General schools at the lower secondary level (Sekolah Landjutan Tingkat Pertama or S.L.T.P.) are the junior middle schools (Sekolah Menengah Tingkat Pertama or S.M.P.). At the higher secondary level (Sekolah Landjutan Tingkat Atas or S.L.T.A.), the general schools are the senior middle schools (Sekolah Menengah Tingkat Atas or S.M.A.).

Curriculum

Table 1 shows the course content of the program of study at all three levels of academic schools, and indicates the actual class hours per year devoted to each subject. This represents the normal program, although there are variations in the primary curriculum in areas where the national language, Indonesian, is spoken in the home. In such cases, Indonesian is studied from grade one, no additional local language is studied, and more time is devoted to crafts, singing, drawing, and arithmetic. Domestic science is offered to the girls in the last three grades: these courses are usually held after 11 o'clock on Fridays while boys are dismissed to attend religious services.

Students completing the primary grades with sufficiently high marks are eligible to enter the S.M.P. (or other specialized schools at the lower secondary level). During the first two years of the S.M.P., all students take the same courses. The ninth grade marks the beginning of specialization, the *A* stream emphasizing language study and the *B* stream stressing mathematics and sciences. Students passing the final examination at the end of grade nine receive an S.M.P. diploma (Idjazah S.M.P.).

The S.M.A. curriculum is divided into three streams: *A*, *B* and *C*. The *A* stream emphasizes language and social sciences and prepares students for further study in the faculties of letters, arts, law, and education. The *B* stream, emphasizing mathematics and science, prepares students for entrance into the faculties of medicine, dentistry, technology, veterinary science, agriculture, and science. The *C* stream is designed to prepare students for the study of law or economics. Actually, graduates of the *B* stream with sufficiently high marks will usually be favorably considered by most faculties. Graduates from S.M.P. *(A)* stream normally enter either the S.M.A. *(A)* stream or *(C)* stream, and S.M.P. *(B)* stream graduates continue in the S.M.A. *(B)* stream. Prior to the 1960's, it was customary for each S.M.A. stream to be housed in separate facilities.

S.M.A. students are examined in the "less important subjects"[1] at the end of grade eleven. Students who pass this examination are eligible to sit for their final examination at the end of the twelfth grade. Students passing both examinations receive a diploma (Idjazah S.M.A.).

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[1] These differ for each stream. See Table 1.

Higher Education

The first decade and a half following Indonesia's achievement of independence from the Netherlands have been marked by a proliferation of public and private institutions of higher learning, and enrolment at this level has shown a steady increase. Unfortunately, the number of graduates, though increasing, has remained far below expectations in most fields.

The latest published information available to the author listed twenty-two government institutions of higher learning in Indonesia. These appear in Appendix I. A number of changes in the status of educational institutions at the post-secondary level have taken place since this list was published, but no clear picture has emerged. Two trends, however, can be noted as follows: The creation of new national institutions by nationalizing private institutions and the granting of separate identity to teacher training institutions at the post-secondary level while calling them 'institutes' with the status of universities.

Fields of Specialization and Degree Progressions

Indonesian university faculties (roughly comparable to U.S. colleges) are generally categorized as either type A or B. Type B faculties are those dealing with the natural and exact sciences and the technological professional fields. Type A faculties encompass the social sciences, the arts and humanities, education, business and commerce.

The over-all picture of certificate and degree-level progressions in Indonesian higher education throughout the decade of the 1950's was decidedly irregular and complex as illustrated in Figure II. The transition from the inherited Dutch system has not been easy and many of the changes to date have consisted primarily of the translation of Dutch degrees and titles into Indonesian. Any vertical progression across dotted lines in Figure II is but one of the many possible. Variations occur not only from university to university, but from faculty to faculty within a single university. Efforts have been made to standardize degree titles and the programs of study they represent, but the extent to which they have been successful is not known.

In general, there are two levels of terminal degrees offered in Indonesia, the Sardjana Muda (meaning junior scholar and sometimes called by its old Dutch term, Bakaloreat), the the Sardjana or scholar (also called Dokterandus, Insinjur, Dokter, Dokter Gigi, and Meester en Rechten). A few Dokter degrees have been conferred, but these should not be compared to the Ph. D. since they are the product of quite a different philosophy of education. On the average, the Sardjana Muda degree represents from two and one-half to three years of study; the Sardjana degree requires from four years (technology, mathematics and exact sciences, chemistry, biology, pharmacy, law, and the social and political sciences) to six or seven years (medicine and dentistry).

During the latter half of the 1950's, "guided study' programs were initiated in the medical faculty at the University of Indonesia and in all departments of the Bandung Institute of Technology. Since then, these programs have become increasingly popular among the higher educational institutions. The term guided study refers to the initiation of more strict rules concerning attendance at lectures and regulations (which make it possible for students who fail their examinations three times to be expelled). The old 'free study" system was patterned more after continental systems, and students were free to absent themselves from lectures with no excuse. In some institutions, examinations

could be failed again and again and the student would still be allowed to continue his studies.

Technical and Vocational Education

Technical and vocational education is offered on both the lower and higher secondary levels and programs vary in length from one to four years. There are also some adult and inservice-training courses which are rather indeterminate in level and are usually under the control of instrumentalities other than the Department of Education. The educational structure chart shows how the technical and vocational schools fit into the over-all structure of Indonesian education. For the most part, the programs of study offered at technical and vocational schools are designed to be terminal, but it is possible for good students to proceed from one level of technical or vocational school to another.

Schools at the Lower Secondary Level

Vocational craft schools (Sekolah Keradjinan or S.K.) offer one or two-year courses in woodcraft, masonry, blacksmithing, motor-repairing, carpentry, leatherwork, shoemaking, plumbing, sheet metal work, dying, tailoring, weaving, ceramics, and boat building. The curriculum consists of approximately 80 percent practical training and 20 percent theoretical instruction.

Junior technical schools (Sekolah Tehnik or S.T.) are open to primary school graduates who successfully compete in an entrance examination. The three-year program strives to maintain an even balance between theoretical and practical work. Students' aptitudes are tested during the first term and they are then placed in an appropriate program of study. There are course offerings in the fields of structural engineering, civil engineering, motor mechanics, electricity, mining, cabinetmaking, woodcraft, land surveying, weaving, ceramics, wireless operation, shipbuilding, printing, and diesel mechanics.

Junior commercial middle schools (Sekolah Menengah Ekonomi Tingkat Pertama or S.M.E.P.) have the same entrance requirements as the S.M.P. Their three-year course, which stresses economic and commercial subjects, is designed to enable graduates to start simple business enterprises of their own on a modern basis.

There are two types of domestic science schools (Sekolah Kepandaian Puteri or S.K.P.) at the lower secondary level. One offers a two-year program of study for girls who fail their secondary school entrance examinations, and the other offers a four-year course for girls who have passed such examinations. The two-year curriculum consists of practical work in cookery, homemaking, needlecraft, dressmaking, batiking, drawing, weaving and some general knowledge. The four-year program is divided into two years of preparatory courses and two years of practical study in cookery, sewing, homemaking, batiking, drawing, weaving and needlecraft.

A two-year vocational school for hotel management (Sekolah Kedjuruan Perhotelan or S.K.Ph.) offers courses on all aspects of hotel and restaurant management including nutrition, culinary arts, bookkeeping, hotel organization, and restaurant affairs. This school is a part of a program to make Indonesia more attractive to the tourist trade and thus increase earnings of valuable foreign exchange.

In addition to the above schools, there is a three-year elementary commercial course (Kursus Dagang Tingkat Pertama or D.K.P.) designed to provide basic courses in fundamental economics and business affairs for adults, and a civil administration course (Kursus Pegawai Administrasi or K.P.A.) which provides three years of inservice training in public administration for civil administration office personnel holding primary school certificates.

Schools at the Higher Secondary Level

Senior technical schools (Sekolah Teknik Menengah or S.T.M.) admit graduates of junior technical schools or of the S.M.P. when their grade averages in mathematics and science are at least 6.5 for the former, and 7 for the latter schools.[1] The three-year course of study is designed to produce technicians for management of state and private enterprises. Courses are given in such subject fields as road and waterway construction, building construction, shipbuilding, chemistry, electrical technology, motor mechanics, radio technology, mining, and various specialties of mechanical repair and maintenance (i.e., marina, aviation, steam, and diesel).

Senior commercial middle schools (Sekolah Menengah Ekonomi Tingkat Atas or S.M.E.A.) offer a curriculum designed to increase the students' knowledge of business affairs, to familiarize them with aspects of foreign trade, and to provide a broad enough preparation to enable top students to continue their studies in a faculty of economics at the higher education level. The three-year program is open to S.M.P. and S.M.E.P. graduates.

A four-year school for social workers (Sekolah Pendidikan Kemasjarakatan or S.P.K.) trains S.M.P. graduates for employment in social welfare and community development programs. After three years of preparatory course work in such subject fields as social anthropology, civics, economics, psychology and social work, the students devote their last year to practical work as trainees at government or private social institutions which normally hire graduates of this type of school.

A legal officers' upper middle school (Sekolah Menangah Kehakiman Tingkat Atas or S.M.K.A.) gives a three-year course to S.M.P. diploma holders as well as to low-ranking justice officers for upgrading purposes.

The Indonesian Academy for Plastic Arts (Academy Seni Rupa Indonesia or A.S.R.I.) in Jogjakarta, offers a six-year course following S.M.P. graduation, and the Karawitan Conservatory (Konservatori Karawitan) provides from one to seven years of musical training in both the Indonesian and Western idioms.

Two courses, technicians' course A and technicians' course B (Kursus Ahli Tehnik A and B or K.A.T.-A and K.A.T.-B) provide one and two years respectively, of additional theoretical training and research opportunities for graduates of the S.T.M. The K.A.T.-B is designed to provide a supply of technicians with research experience to assist graduate engineers.

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[1] In most Indonesian institutions, 5.5 is the lowest passing grade, roughly equivalent to the grade of "D" in the United States, and a grade of 6.5 approximates the grade of "C+"; the grade of 7 compares favorably to a "B".

Teacher Education

Since independence in 1944, Indonesian teachers have been educated at both the lower and upper secondary levels, as well as in the universities. However, the teacher training school B (Sekolah Guru B or S.G.B.) at the lower secondary level has not produced teachers of sufficient quality and these schools have been discontinued. No new classes were commenced after 1958. Most of these schools were converted into other types of secondary schools.

At the present time, primary school teachers are expected to have completed the teacher-training school A (Sekolah Guru A or S.G.A.) or its equivalent, although many still are teaching with S.G.B. certificates or less. The S.G.A. offers a three-year course of study following graduation from the S.M.P. or the S.G.B. Subjects offered include didactics, practice teaching, Indonesian language, local language, drawing, writing, singing, physical education, handicrafts, arithmetic, science, English, geography, biology, history and civics.

Teachers for the vocational craft and junior technical schools are trained in the teachers' schools for technical education (Sekolah Guru Pendidikan Tehnik or S.G.P.T.). These schools admit graduates of the S.T. and the S.M.P.(B) and offer a three-year course paralleling the S.T.M. Applied knowledge is stressed in the essential theoretical courses and students devote nearly 50 percent of their time to practical shop work. In addition to being qualified to teach at either the S.K. or the S.T., graduates may continue their study in a technical specialty at a faculty of education at the higher education level.

The four-year domestic science teachers' school (Sekolah Guru Kepandaian Putri or S.G.K.P.) prepares graduates of the S.M.P. or the four-year S.K.P. to serve as teachers in domestic science schools. S.G.K.P. graduates may continue their studies as domestic science majors in a faculty of education.

Kindergarten teachers are trained in the Sekolah Guru Taman Kanak-Kanak (S.G.T.K.). These schools are open to S.M.P. graduates and offer a three-year course of study.

Courses for upgrading teachers abounded during the first decade of Indonesia's independence. They included the following one or two-year courses for non-qualified technical teachers (Kursus Guru Pendidikan Tehnik or K.G.P.T.); the teachers' course A (Kursus Guru A or K.G.A.) and the study association A (Rukun Beladjar A or R.B.A.). Almost no data are available on the number of students and courses for the K.G.P.T. and the R.B.A. The B-I and B-II courses were also stressed for upgrading purposes and efforts were made to equate them with the Sardjana Muda and Sardjaha degrees, respectively, with not a great deal of success.

Teachers for the academic junior middle schools are required to have completed at least the teacher training school for lower secondary schools (Pendidikan Guru Sekolah Landjutan Tingkat Pertama or P.G.S.L.P.) or the B-I course (Kursus B-I), although many S.G.A. graduates are still teaching at that level. The P.G.S.L.P. was initially a one-year course open to S.M.A. graduates; it became a two-year program in 1958. The B-I and B-II courses were initiated as an emergency measure to meet the need for teachers at the secondary level. Two types of programs were offered, one a correspondence course and the other an inservice study program. Both types of B-I and B-II courses were of two years' duration.

During the years following independence, teachers for schools at the upper secondary level were formally trained in the faculties of education (Fakultas Keguruan Ilmu Pendidikan or F.K.I.P.) or pedagogy (Fakultas Pedagogy). In 1963,

steps were initiated to transform these faculties into autonomous institutes, or colleges, of education (Institut Keguruan Ilmu Pendidikan or I.K.I.P.). In addition to the former F.K.I.P.'s, the institute absorbed the P.G.S.L.P., the B-I and B-II programs. During the period that two departments controlled Indonesian education, the institutes were under the administrative control of the Minister of Higher Education and Science, but guidance in the content of instruction was provided by a committee chaired by the Minister of Basic Education and Culture. To this author's knowledge, the exact number of independent I.K.I.P.'s has never been reported in official Indonesian statistics, but there are probably about twelve.

Official reports have never indicated how the program of study at the I.K.I.P. compared to that offered by the F.K.I.P. Prior to the change, the F.K.I.P. program offered "majors" in: Indonesian language and arts, English language and arts, French language and arts, German language and arts, cultural history, didactics, geography, economics, commerce, public administration, domestic science, music, library science, mathematics and exact sciences, electronics, natural science, chemistry, law, psychology, biology, and physical education. Obviously, all fields of specialization were not available at every F.K.I.P.

Teachers, Students, and Schools

The problem of teacher supply is perhaps even more acute in the institutions for teacher education than in other secondary schools. The P.G.S.L.P., the K.G.A., and B-I and B-II programs had very few full-time teachers, e.g., 4 percent of the K.G.A. teaching force in 1958-59 was full-time. This has a cumulative effect. In 1959-60, 647 of 1,686 S.G.A. teachers were full-time, but 45 percent of the full-time teachers were graduates of spare-time inservice teacher-training programs which were almost completely staffed by part-time teachers.

These spare-time inservice programs also tend to distort the potential teacher supply picture in Indonesia. Many students enroled in such programs are already in the teaching force, hence their graduation will not add to the number of teachers available.

Private Education

There are three types of private educational institutions in Indonesia: subsidized (Subsidi), assisted (Bantuan), and unassisted private (Swasta). Subsidized schools receive 100 percent support from the government; assisted schools receive less than 100 percent. Subsidized schools are expected to maintain the same standards as state schools in accepting students and in hiring teaching staff. Both subsidized and assisted schools are required to follow the same curriculum as for state schools, and the "majority" of students in assisted schools are supposed to meet state school admission standards.

Standards in private educational institutions are also indirectly influenced by the government. Graduates of private secondary schools and higher education institutions must pass national examinations in order to have their degrees or diplomas recognized. The few exceptions are those seven higher education institutions recognized by the Department of Education as conferring first degrees (Bakaloreat or Sardjana Muda) which can be equated to those earned at government

institutions. These institutions are separately identified in Appendix II which lists all private higher educational institutions registered with the Department as of 1962. (Unfortunately, later data are not available.) Although a total of 1,160 Sardjana Muda and fifty-seven Sardjana degrees had been conferred by private institutions up to the end of 1962, no graduates of any private institution were reported to have passed national examinations for these degrees.

Prior to 1960, statistical reporting from unassisted private schools was voluntary. Thus, reported data did not cover all private schools, just those reporting each year. This explains, at least in part, the rather fantastic fluctuations in the number of schools, teachers and students reported, as in the case of private S.M.A's: in 1959-60, 531 schools reported an enrolment of 89,650: the following year, thirty-five schools reported a total enrolment of 27,235: and in 1961-62, 120 schools reported 12,135 students enroled.

Another problem in analyzing Indonesian private school statistics arises out of the process of 'nationalizing' private institutions. When a private school achieves national status, statistical reports make it appear that a new national school has been created. During the period of "voluntary reporting' it was virtually impossible to determine the number of such transfers because of variations in the number of private schools reporting. This problem is likely to continue, even with the compulsory reporting procedures. For example, if one private S.M.A. is nationalized and one new private S.M.A. is established, it will appear in the statistical reports as though a new national school was established and the number of private schools remained the same.

Educational Administration

During the early days of the Republic, education was administered by the Ministry of Education, Instruction and Culture (Kementerian Bendidikan, Pengadjaran, dan Kebudajaan or Kem. P.P. dan K.) which became the Department of Education, Instruction and Culture at the beginning of the 1960's. In 1962, the Bureau for Coordinating Higher Education (Biro Koordinasi Perguruan Tinggi) was administratively removed from the department and formed the nucleus of a new Department of Higher Education and Science (Departemen Perguruan Tinggi dan Ilmu Pengetahuan or Dep. P.T.I.P.). The exact division of responsibility between the two departments was never very clear and some of their jurisdictional disputes received public attention. Since the anti-Communist coup, administrative responsibility for Indonesian education has been reorganized into a single agency once again, although the administrative responsibility for primary education is still divided between the departments of Education and Interior. The former supplies teachers and curriculum and the latter supplies capital funds for construction and equipment at the primary level.

Specialized Education Administered by Other Government Agencies

There are two types of educational programs administered by government agencies other than the Department of Education: (1) those programs with perhaps one or two schools to provide inservice training for employees of the agency, and (2) programs which more or less constitute systems of education, or which deal with a functional specialization within the public educational system.

More than fifty types of secondary-level inservice schools are operated by

the Departments of Finance, Veteran Affairs, Police, Communications, Health, Industry, Internal Affairs, Shipping, Agrarian, Social Affairs, Justice, Commerce, Defense, and Agriculture. In most schools, only professional subjects directly related to the programs and operations of the respective agencies are taught, and graduates are seldom considered eligible to continue on to higher academic levels. Many departments also operate specialized institutions at the post-secondary level. These institutions and specialized secondary schools are listed in Appendix III by type and controlling department.

Educational programs of the second type mentioned above (semi-systems) are administered by the Departments of Agriculture, Sport, and Religion. The Department of Agriculture (Departemen Pertanian) administers a system of agricultural middle schools at both levels (Sekolah Menengah Pertanian Tingkat Pertama or S.M.P.P., and Sekolah Menengah Pertanian Tingkat Atas or S.M.P.A.), as well as similar schools for forestry (Kehutanan) and fish culture (Perikanan). Physical education programs in the public schools and the training of physical education instructors are the responsibility of the Department of Sport (Departemen Olah-Raga.)

The central government role in administering the system of religious schools is lodged with the Department of Religion (Departemen Agama). This is a system of sizable proportions which includes primary schools (Madrasah Ibtidaijah or Sikolah Rendah Agama); lower secondary schools (Madrasah Tsanawijah or Sekolah Agama Landjutan Pertama); upper secondary schools (Madrasah Aliijah or Sekolah Agama Landjutan Atas); six-year religious teacher training schools (Pendidikan Guru Agama or P.G.A.); and institutions for the study or religion at the higher education level. The most recently published information available to the author reported enrolment in the 10,384 primary religious schools in 1959 as 1,590,891 in 1959. In the same year, lower and upper secondary religious schools numbered 1,032 with an enrolment of 107,405. However, one cannot favorably compare education in such institutions with that offered in public schools; some religious schools do not have even one full-time teacher. In 1959, sixteen religious secondary schools in the city of Djakarta shared the services of only one full-time teacher. It should also be pointed out that one cannot add enrolment in religious schools to public school enrolment without considerable double counting. Many students attend religious schools in addition to public schools in order to receive religious training.

Summary

Lack of information concerning many of the programs of study discussed above makes it impossible to look at the full range of educational activity in Indonesia and put all of the component parts in their proper perspective. Studies of varying depth have been made of individual Indonesian educational institutions and type of institutions. At the same time, enrolment statistics for some types of schools have not been published for even one year. For this reason, it is most difficult to assess the importance of, for example, the agriculture and forestry secondary schools and the commercial and vocational courses. Likewise, the secular role of religious education defies evaluation at this juncture.

APPENDIX I

INDONESIAN NATIONAL INSTITUTIONS OF HIGHER EDUCATION

Date Founded	University	Faculties[1]
Dec. 19, 1949	Gadjah Mada University (Universitas Gadjah Mada) Djogjakarta	Med, L, A & L, Ec, Ag & For, Vet & AH, Tech, Ed, Pharm, SP, Biol, M/S, Dent, Ped.
Feb., 1950	The University of Indonesia (Universitas Indonesia) Djakarta	L & Soc, Med, A & L, Ec, Vet, Ag & For, Ed, Psy, Dent, M/S.
Aug., 1952	University of North Sumatra (Universitas Sumatra Utara) Medan, North Sumatra	L & Soc, Med, Ag(2)[2], Ed, Ec, Dent.
Nov., 1954	Airlangga University (Universitas Airlangga) Surabaja, East Java	Med, Dent, L & Soc, Ed(3)[2], Ec.
1956	Andalas University (Universitas Andalas) Padang, West Sumatra	Med(2)[2], L & Soc, Ag, Ed, Ec.
1956	Hasanuddin University (Universitas Hasanuddin) Makasar, Celebes	Med, L & Soc, Ec, Ed, Tech, A & L, SP, Ag.
Sept., 1957	Padjadjaran University (Universitas Padjadjaran) Bandung, West Java	Med, L & Soc, Ec, Ed, M/S, A & L, SP, Dent, Ag, Psy,
Feb., 1959	Bandung Institute of Technology (Institute Teknologi Bandung) Bandung, West Java	M/S, Tech, C & Biol.
Oct., 1960	Diponegoro University (Universitas Diponegoro) Semarang, Central Java	L, Ec, Tech, Ed(2)[2], Med, Ag.
Nov., 1960	Surabaja Institute of Technology (Institute Teknologi Surabaja) Surabaja, East Java	Tech.
Nov., 1960	Lambung Mangkurat University (Universitas Lambung Mangkurat) Bandjarmasin, Borneo	L & Soc, Ec, SP, Ag, Ed.

APPENDIX I (cont.)

Date Founded	University	Faculties[1]
Nov., 1960	Sriwidjaja University (Universitas Sriwidjaja) Palembang, South Sumatra	L & Soc, Ec, Tech, Ed, Med.
Aug., 1961	Syah Kualai University (Universitas Syah Kualai) Kutaradja, North Sumatra	Ec, L & Soc, Vet & AH, Ed.
Sept., 1961	University of North and Central Celebes (Universitas Sulawesi Utara/ Tengah) Menado, North Celebes	Med, Ec, Ed, L & Soc, Ag & AH.
Aug., 1962	University of the Moluccas or Pattimura University (Universitas Maluku/or/ Pattimura) Ambon	L, SP, Ed, Ag & For,[3] AH,[3]
Aug., 1962	Udajana University (Universitas Udajana) Den Pasar, Bali	A & L, Ed, Med, Vet & AH.
Sept., 1962	University of East Borneo (Universitas Kalimantan Timur) Samarinda, Kalimantan	P & BAd, Ag, For, Mining.
Sept., 1962	East Nusa Tenggara University (Universitas Nusa Tenggara Timur) Kupang, Timor	AH, Ag, Ed, P & BAd.
Oct., 1962	Riau University (Universitas Riau)	P & BAd, Ed, M/A, Fish Culture.
Nov., 1962	West Nusa Tenggara University (Universitas Nusa Tenggara Barat) Mataran, Lombok	Ec. Vet & AH, Ag.
Nov. 1962	Tjendrawasih University (Universitas Tjendrawasih) Kotabaru, Irian Barat	Ed, L P & BAd, Ag, AH.
Jan., 1963	Brawidjaja University (Universitas Brawidjaja) East Java	L & Soc, Ec, Ag, S/P(2)[2] Vet & AH, Med, Ed.

[1]Symbols listed under "Faculties" indicate the following:

Ag - Agriculture
AH - Animal Husbandry
A & L - Arts, Letters (& Culture)
Biol - Biology
C & Biol - Chemical Technology and Biology
Dent - Dentistry
Ec - Economics
Ed - Education (FKIP)
For - Forestry
L - Law
L & Soc - Law & Sociology
LP & BAd - Law, Public & Business Administration
P & BAd - Public & Bus, Admin.
M/S - Mathematics & Exact Sciences
Med - Medicine
Ped - Pedagogy
Pharm - Pharmacy
Psy - Psychology
SP - Social & Political Sciences
Tech - Technology
Vet - Veterinary Science

[2]Numbers in parentheses indicate more than one of a given faculty.

[3]Faculty opened in September, 1963.

APPENDIX II

INDONESIAN PRIVATE HIGHER EDUCATIONAL INSTITUTIONS[a]

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-1962 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
A. Institutions Equated with National Institutions by the Department of Higher Education and Science[c]								
Catholic University Parahyangan (Universitas Katolik Parahyangan)	Bandung	1/17/55	11	109	2,485	140	-	Ec, L, Tech, SP
Catholic University Jogjakarta (Universitas Katolik Tjabatan Jogjakarta)	Jogjakarta	12/31/53	24	87	708	259	-	Ed.
B. Institutions Conferring Degrees Recognized by the Department of Higher Education and Science[d]								
Faculty of Journalism and Publicity (Fakultas Publisistik dan Djurnalistik)	Bandung	8/1/60	-	19	457	97	-	Journ.
Indonesian Islamic University (Universitas Islam Indonesia)	Jogjakarta	12/22/51	2	51	385	20	17	L, Ec, Rel.
National Technical Academy (Akademi Teknik Nasional)	Djakarta	12/5/50	-	44	580	90	-	Tech.
National University (Universitas Nasional)	Djakarta	10/15/53	3	68	1,845	55	6	Biol, M/S, SP A& L.
School of Journalism (Perguruan Tinggi Publisistik)	Djakarta	12/5/53	4	21	288	12	4	Journ.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
C. Other Private Higher Educational Institutions Registered with the Department of Higher Education and Science								
Academy for Bank Cadre Education (Akademi Pendidikan Kader Bank)	Djakarta	7/14/53	-	14	1,433	-	-	
Academy of Commerce (Akademi Perniagaan)	Padang	1962	-	-	-	-	-	
Advent School (Perguruan Tinggi Advent)	Bandung	1948	15	1	151	-	-	Rel & Phil, Ed, Ec. Family Welfare
Agung Seminary (Perguruan Tinggi Seminari Agung)	Menado	1/6/55	-	-	-	-	-	
Alhilal University (Universitas Alhilal)	Djakarta	5/25/61	-(7)	-	24	-	-	SP. Islamic L.
Aliarcham Social Science Academy (Akademi Ilmu Social Aliarcham)	Djakarta	8/13/59	12	17	172	-	-	
Al Ittihadijah School of Islamic Jurisprudence (Perguruan Tinggi Hakim Islam Al Ittihadijah)	Medan	1/1/60	10	3	46	-	-	
Alwashlijah University (Universitas Alwashlijah)	Medan	?	26	83	495	4	-	Rel(6), Ed(2), L.
Amanna Gappa School (Perguruan Tinggi Amanna Gappa)	Makassar	4/29/61	8	-	- -	-	-	Cooperatives
Antasari Islamic University (Universitas Islam Antasari	Batur Bandjar Baru, S. Borneo	1962	-	-	-	-	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Atjeh Islamic University (Universitas Islam Atjeh)	Kutaradja	3/15/57	-	10	160	-	-	SP.
Atmadjaja University (Universitas Atmadjaja)	Djakarta	6/1/60	21	95	840	-	-	Ec, Soc, Ed.
August 17, 1945 University (Universitas 17 Agustus 1945)	Djakarta	11/4/52	6	59	711	-	-	SP, PAd, L.
Bachtaruddin School of Politics (Perguruan Tinggi Ilmu Politik Bachtaruddin)	Djakarta	1962	-	-	-	-	-	
Bandung University (Universitas Bandung)	Bandung	1/4/58	1	15	72	16	-	L.
Bank Academy (Akademi Bank)	Djakarta	1962	-	-	123	-	-	
Baperki University (Universitas Baperki)	Djakarta	10/28/60	25	95	1.664	-	-	Med, Ec, L, Tech, Dent.
Bogor University (Universitas Bogor)	Bogor	4/7/61	-	27	213	-	-	L, Ec, Ed, A & L.
Catholic University Surabaja (Universitas Katholik Tjabang Surabaja)	Surabaja	1960	13	27	168	-	-	Ed.
Central Celebes University (Jajasan Universitas Suluteng)	Menado	8/1/58	-	-	-	-	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-1962 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Christian Social Academy (Akademi Sosial Kristen Winduri)	Djakarta	10/1/57	-(17)-		30	-	-	n.a.
Christian University, Bandung (Universitas Kristen Tjabang Bandung)	Bandung	10/31/62	-	-	-	-	-	Med, Pharm, Tech, Ec, L
Daja Nasional University (Universitas Daja Nasional)	Pontianak	3/10/59	-	18	231	-	-	
Darma Agung University[e] (Universitas Darma Agung)	Medan	5/27/59	7	10	332	-	-	SP, L(2), Polit, Sc. & Int'l L.
Djajabaja University (Universitas Djajabaja)	Djakarta	9/5/58	7	19	565	-	-	L, Ec, PAd.
Djambi School (Sekolah Tinggi Djambi)	Djambi	8/16/60	1	8	94	-	-	Ec, L.
Dr. Ratulangi Economics Academy (Akademi Ilmu Ekonomi Dr. Ratulangi)	Djakarta	1962	-	-	-	-	-	
Dr. Rivai Journalism Academy (Akademi Djurnalistik Dr. Rivai)	Djakarta	1962	-	-	-	-	-	
Dr. Tjipto Mangunkusumo's F.K.I.P.	Jogjakarta	1962	-	-	400	-	-	
Dwiwarna Academy of Technology (Akademi Pengadjaran Teknik Dwiwarna)	Medan	8/18/61	15	-	147	-	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-1962 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Education Faculty (Fakultas Keguruan Ilmu Pendidikan Pendidikan Guru Republik Indonesia /or/ F.K.I.P.P.G.R.I.)	Jogjakarta	9/13/61	-	18	207	-	-	
Education Faculty II, Malang (F.K.I.P.P G.R I. II Malang)	Malang	8/1/57	-(28)-		254	15	-	
Engineer Anwari's Technical Academy (Akademi Ilmu Teknik Ir. Anwari)	Djakarta	1962	-	-	-	-	-	
Faculty of Business and Public Administration (Perguruan Tinggi Ketatanegaraan dan Ketataniagaan)	Kediri	9/1/62	0	-	294	-	-	
Farming Academy (Akademi Farming)	Semarang	12/5/59	1	25	74	-	-	
F.K.I.P. Budi Dharma, Menado (F.K.I.P. Budi Dharma Menado)	Menado	7/26/61	4	12	23	-	-	
Ganeca University (Universitas Ganeca)	Bandung	1962	1	21	162	-	-	Tech, L, Ec, Ed.
General Sudirman University (Universitas Djenderal Sudirman)	Purwokerto	1962	-	-	-	-	-	
Hajam Wuruk University (Universitas Hajam Wuruk)	Surabaja	10/8/58	6	29	210	25	-	A & L, Ec, L.
H.K.B.P. Nomensen University (Universitas H.K.B.P. Nomensen)	Pematang	?	32	40	840	19	1	Rel, Ec, Tech, Indust. Leadership & Accting.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Horticultural School (Perguruan Tinggi Staf Perkebunan)	Jogjakarta	12/10/58	2	16	85	-	-	
Ibnu Chaldun University, Bogor (Universitas Ibnu Chaldun Bogor)	Bogor	2/8/58	8	18	211	-	-	Ec, L, Ed, A & L.
Ibnu Chaldun University of Djakarta (Universitas Ibnu Chaldun Djakarta)	Djakarta	4/15/56	11	16	683	47	1	SP, Journ, L, Moslem L, Arabic, Ec, A & L, Ed, PAd.
Imam Bonfjol School (Perguruan Tinggi Imam Bondjol)	Padang	4/17/62	-	-	-	-	-	Rel, PAd.
Indonesian Arts Academy (Akademi Seni Rupa Indonesia)	Djakarta	?	2	10	48	-	-	Fine Arts
Indonesian Christian University (Universitas Kristen Indonesia)	Djakarta	10/15/53	1	57	841	78	7	Ed, A & L, Ec, L.
Indonesian Deli School (Perguruan Tinggi Deli Indonesia)	Medan	9/6/59	-	12	127	-	-	Ec, Ed, SP.
Indonesian Industrial Leadership Academy (Akademi Pimpinan Perusahaan Indonesia)	Djakarta	?	4	12	462	11	-	
Indonesia Industrial Leadership Academy (Akademi Pimpinan Perusahaan Indonesia)	Jogjakarta	12/19/58	2	26	135	7	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Indonesian Journalism University (Universitas Djurnalistik Indonesia)	Solo	6/14/59	6	10	77	-	-	Ed, Soc, Electronics.
Indonesian Maritime Academy (Akademi Maritim Indonesia)	Djakarta	10/1/60	-	18	690	-	-	
Indonesian Muslim University (Universitas Muslim Indonesia)	Makasar	8/4/60	5	21	283	-	12	Rel Ed, Rel I, Journ.
Indonesian Muslim University (Universitas Muslim Indonesia)	Tebing Tinggi	1962	-	-	-	-	-	
Indonesian National Press and Correspondents Academy (Akademi Nasional Pers dan Wartawan Indonesia)	Medan	5/19/59	-	15	79	-	-	
Indonesian National University (Universitas Nasional Indonesia)	Medan	2/1/54	-	52	1,033	11	-	L(2), Ec, Commerce & Navigation
Indonesian Secretarial and Management Academy (Akademi Sekretaris/Manager Indonesia)	Djakarta	10/1/62	-	-	-	-	-	
Industrial Leadership Academy (Akademi Pimpinan Perusahaan)	Surabaja	?	9	-	112	-	-	
Islamic School (Perguruan Islam Tinggi)	Bandung	2/2/59	1	18	90	-	-	
Islamic School (Perguruan Tinggi Agama Islam)	Solo	9/3/59	3	10	31	-	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Jakarta Islamic University (Universitas Islam Djakarta)	Djakarta	11/21/50	5	36	212	9	4	Rel, Ec, Ed.
Janabadra School (Perguruan Tinggi Janabadra)	Jogjakarta	10/6/59	-	28	153	19	-	Ec, L.
Kahnripan University (Universitas Kahuripan)	Tulungagung	7/30/62	5	7	68	-	-	Ed, Ec.
Kalimantan (Borneo) Academy of Islamic Tradition (Akademi Ilmu Hadist Kalimantan)	Martapura	1/3/62	-	13	85	-	-	
Krisnadwipajana National Industrial Leadership Academy (Akademi Pimpinan Perusahaan Negara Krisnadwipajana)	Tjirebon	9/3/62	2	6	75	-	-	
Krishadwipajana University (Universitas Krisnadwipajana)	Djakarta	4/1/52	-	38	448	30	5	L, Ec, PAd.
Madiun National Cooperatives Academy (Akademi Koperasi Nasional Madiun)	Madiun	?	-	-	-	-	-	
Makasar Academy (Akademi Makasar)	Makasar	1/14/55	-	-	-	-	-	
Malang (City) University (Universitas Kotapradja Malang)	Malang	?	-	15	324	-	-	
Marhaen University (Bali) (Universitas Marhaen Bali Nusatenggara)	Denpasar	8/17/62	-	-	-	-	-	

APPENDIX II (Cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Maritime Relations Academy (Akademi Perhubungan Maritim)	Surabaja	?	9	18	162	-	-	Maritime Adm n.
Maulana Jusuf University (Universitas Maulana Jusuf)	Banten	10/16/61	-	19	453	-	-	Islam c L, SP.
Muhammadijah Tabligh Academy (Akademi Tabligh Muhammadijah)	Jogjakarta	?	3	22	60	20	-	
Muhammadijah University (Universitas Muhammadijah)	Djakarta	2/2/56	-(81)-		636	23	-	Ed, Soc, Islamic L.
Nadatul Ulama University (Universitas Nadatul Ulama)	Bandung Solo Malang	1/1/60 10/2/58 10/2/58	-(71)-		340	21	-	L, Ec, Islamic L
National Loyalty Education Institute (Jajasan Lembaga Pendidikan Nasional Setia Budi)	Djakarta	1962	-	-	-	-	-	
North Sumatran Academy of Commerce and Political Science (Akademi Perniagaan dan Ilmu Politik Sumatra Utara)	Medan	10/10/56	2	18	531	-	5	
North Sumatran Islamic University (Universitas Islam Sumatra Utara)	Medan	1/7/52	15	65	726	-	4	L, Rel, Ec, A & L, Ed, Islamic L.
Nuruddin Sjahadat University (Universitas Nuruddin Sjahadat)	Djakarta	1962	-	-	-	-	-	Tech, L, Ec, BAd.
Pasundan University (Universitas Pasundan)	Bandung	8/10/60	-	45	420	-	-	L, Ec, SP, Tech.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Petra Christian University (Universitas Kristen Petra)	Surabaja	?	-	-	-	-	-	A & L, Tech.
Pinaesan University (Universitas Pinaesan)	Tondano	10/1/53	-	-	-	-	-	
Prof. Dr. R. Moestopo University (Universitas Prof. Dr. R. Moestopo)	Djakarta	2/15/62	-	15	91	-	-	Ed, Tech, PAd.
Rama Acultologi Academy (Akademi Acultologi Rama)	Semarang	10/8/60	-	7	15	-	-	
Saraswati F.K.I.P.	Solo	8/2/60	3	41	169	-	-	
Sardjana Wijata Taman Siswa Univ. (Universitas Sardjana Wijata Taman Siswa)	Medan	10/28/61	3	14	57	-	-	Ec, Ed, Math.
Sardjana Wijata Taman Siswa Univ. (Universitas Sardjana Wijata Taman Siswa)	Jogjakarta	11/15/60	13	65	202	-	-	A & L.
Satyawatjana Christian University (Universitas Kristen Satyawatjana)	Salatiga	10/17/56	18	25	512	88	-	Ed, Ec, Biol, L, M/S.
(Central) Sawerigading University, Makasar (Universitas Sawerigading Pusat Makasar)	Makasar	?	-	-	-	-	-	
Sawerigading University, Bandung (Universitas Sawerigading Tjabang Bandung)	Bandung	9/1/56	-	23	379	-	4	L, Ec, A & L, Tech, BAd, Med, Cooperatives

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Saweri Gading University (Universitas Saweri Gading)	Djakarta	?	10	7	291	21	-	L, Ec, Tech.
Sawerigading University, Bangil (Universitas Sawerigading Tjabang Bangil)	Makasar	?	-	-	-	-	-	
Sawerigading University, Garut (Universitas Sawerigading Tjabang Garut)	Garut	?	-	9	40	1	-	L, Ec, A & L, Ag.
Sawerigading University, Kudus (Universitas Saweri Gading Tjabang Kudus)	Kudus	?	-	-	- -	-	-	
Sawerigading University, Madiun (Universitas Sawerigading Tjabang Madiun)	Madiun	1961	-	-	-	-	-	
Sawerigading University, Malang (Universitas Sawerigading Tjabang Malang)	Malang	?	-	-	-	-	-	
Sawerigading University, Pare-Pare (Universitas Sawerigading Tjabang Pare-Pare)	Pare-Pare	9/1/62	-	12	120	-	-	Ed, SP.
Saweri Gading University, Semarang (Universitas Saweri Gading Tjabang Semarang)	Semarang	10/5/55	-	11	179	-	-	Ed, L, Ec.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Sawerigading University, Solo (Universitas Sawerigading Tjabang Solo)	Solo	8/2/61	2	5	10	-	-	Sinology
Sawerigading University, Surabaja (Universitas Sawerigading Tjabang Surabaja)	Surabaja	?	9	21	350	-	-	
Sawerigading University, Tandjung Pinang (Universitas Sawerigading Tjabatan Tandjung Pinang)	Tandjung Pinang	8/17/62	2	3	36	-	-	L.
Sawerigading University Tulungagung (Universitas Sawerigading Tjabang Tulungagung)	Tulungagung	?	-	-	-	-	-	
School of Administrative Economics (Perguruan Tinggi Ekonomi Tarumanegara)	Djakarta	6/18/59	5	11	132	-	-	PAd.
School of Theology (Sekolah Tinggi Theologia)	Djakarta	9/27/54	6	9	111	22	-	Rel.
Sjarif Hidajatullah Islamic Univ. (Universitas Islam Sjarif Hidajatullah)	Tjirebon	11/10/61	-(13)-		65	-	-	L, Ec, Rel & Ed.
St. Paul University (Universitas St. Paul)	Djakarta	6/15/58	-	-	61	-	-	A & L, Ec, Dent, Sinology.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Stya Budhi University (Universitas Stya Budhi)	Bendung	8/15/60	-	-	303	-	-	L, Ec, Tech.
Sultan Agung Islamic University (Universitas Islam Sultan Agung)	Semarang	?	-(30)-		202	-	-	Rel, Ec, Math.
Sunan Kalidjogo University (Universitas Sunan Kalidjogo)	Purwokerto	11/12/62	-(20)-		155	-	-	
Surabaja International Academy (Akademi Antar Negara Surabaja)	Surabaja	2/2/60	-	16	158	-	-	Int'l Commerce, Int'l Maritime Management
Surakarta Academy (Akademi Surakarta)	Solo	9/1/57	-	13	62	-	-	Business Ec.
Surakarta Veterans University (Universitas Veteran Surakarta)	Solo	8/10/55	-(23)-		162	-	-	Ed, Ag, Math, A & L.
Swadaja Academy of Banking and Finance (Akademi Bank dan Keuangan Swadaja)	Medan	2/2/62	1	14	336	-	-	
Swadaja Gunung Djati School of Law Sociology (Perguruan Tinggi Ilmu Hukum dan Pengetahuan Masjarahat Swadaja Gunung Djati)	Tjirebon	1/1/61	2	10	202	-	-	
Tantular School (Perguruan Tinggi Tantular)	Jogjakarta	9/1/60	-	6	16	-	-	Correspondence only.

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Tapanuli University (Universitas Tapanuli)	Sibolga	2/23/62	2	31	363	-	-	Ec, Ed, Med.
T. D. Par Foundation Textile Academy (Akademi Tekstil T. D. Par Foundation)	Medan	3/30/61	18	-	51	-	-	Indust. Ec, Textile Tech.
Tjokroaminoto University (Universitas Tjokroaminoto)	Solo	10/28/55	18	63	641	29	-	Rel, SP, Ed, L, Ec, Tech.
Tri Andajani Freedom University (Universitas Merdeka Tri Andajani)	Djakarta	1962	-	-	-	-	-	
Tumapel University (Universitas Tumapel)	Djakarta	10/20/19	6	-	108	-	-	L, Ec (Correspondence courses only)
Udjung Pandang Institute (Jajasan Balai Perguruan Tinggi Udjung Pandang)	Makasar	?	10	-	-	-	-	
Unity in Diversity University (Universitas Binneka Tunggal Ika)	Bandung	1/10/58	5	25	270	-	-	L, Ec, Journ, Ed, A & L, Tech, Dent.
Veterans Bank Academy (Akademi Bank Veteran)	Djakarta	1962	-	-	-	-	-	
Veterans Commercial Navigation Academy (Akademi Pelajaran Niaga Veteran)	Djakarta	1962	-	-	-	-	-	

APPENDIX II (cont.)

Name of Institution	Location	Date Founded	Teaching Faculty FT	Teaching Faculty PT	1961-62 Enrolment	Graduates to 1961-62 B	Graduates to 1961-62 S	Faculties
Veterans' F.K.I.P. (F.K.I.P. Perguruan Tinggi Veteran R.I.)	Makasar	9/1/59	6	26	209	-	-	Ed.
Vocational Education Academy (Akademi Pendidikan Kedjuruan)	Djakarta	9/16/60	3	15	138	-	-	Industrial Ec.

Recapitulation:

1. Of a total of 132 private higher educational institutions, 7 are recognized or equated with national institutions; 53 are registered with the Department of Higher Education and Science.

2. Of a total of 2,987 teachers, 495 were full-time and 2,492 were part-time. In addition to those Indonesian teachers listed in the table there were 25 foreign teachers. 276 teachers were not classified as to full-time or part-time status.

3. A total of 32,915 students were reported as enroled, but many institutions did not report any enrolment.

4. A total of 1,160 private Sardjana Muda or Bakaloreat degrees were reported conferred, including 26 conferred by two formerly private institutions which have been nationalized.

5. A total of 57 private Sardjana degrees were reported as having been conferred.

6. As of January 1963, no students having received private degrees in Indonesia were reported to have passed the national examinations for those degrees received.

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[a]Translated from "Daftar Perguruan Tinggi Swasta Tahun 1961/1962" [List of Private Higher Educational Institutions for the Year 1961/1962] an unpublished mimeographed list obtained from Jth. St. Muh. Sa'id, Head of the Bureau of Private Higher Education, Department of Higher Education and Science, Government of Indonesia. Institutions have been rearranged alphabetically according to the English translation of the name of the institution.

[b]Indonesian faculty members are listed; FT refers to full-time teachers and PT refers to part-time teachers; where a number appears in parentheses between the two columns, the teaching faculty was not classified as to full-time or part-time status. Twenty five foreign teachers have not been listed.

[c]The Bakaloreat, or Sardjana Muda degrees of the two institutions have been equated with government degrees, except for those in theology. Sardjana degrees are not equated.

[d]The Bakaloreat, or Sardjana Muda degrees of the five institutions are recognized by the Department of Higher Education and Science, but the Sardjana degrees are not.

[e]The name of this institution was almost obliterated on the original copy. Darma Agung represents the author's best effort to decipher the smudged copy.

NOTE: For identification of symbols listed under "Faculties", see Footnote 1, Appendix A.

APPENDIX III

EDUCATIONAL INSTITUTIONS OPERATED BY INDONESIAN GOVERNMENT AGENCIES OTHER THAN THE DEPARTMENTS OF EDUCATION

PART I. TECHNICAL AND VOCATIONAL SCHOOLS AT THE SECONDARY LEVEL[a]

Administered by the Department of Agriculture:

1. Forestry Higher Secondary School (Sekolah Kehutanan Menengah Atas)	post S.M.P. 3 years
2. Agriculture Higher Secondary School (Sekolah Pertanian Menengah Atas)	post S.M.P. 3 years
3. Agriculture Supervisors School (Sekolah Pengamat Pertanian)	post S.M.P. 1 year
4. Veterinary Higher Secondary School (Sekolah Kehewanan Menengah Atas)	post S.M.P. 3 years
5. Fresh Water Fishery Higher Secondary School (Sekolah Perikanan Darat Menengah Atas)	post S.M.P. 4 years
6. Quarantine Course[b] (Kursus Karantina)	post S.M.A. 1 year

Administered by the Department of Agraria:

1. Agrarian Clerk Course (Kursus Perakit Agraria)	post S.M.P. 1-1/2 years

Administered by the Department of Commerce:

1. Cooperative Course (Kursus Pengetahuan Kooperasi)	- 1 year

Administered by the Department of Communication:

1. Postal Officials Training School (Pendidikan Pengatur Pos)	post S.M.P. 2-1/2 years
2. Telecommunication Officials Training School, Telegraphic Technology (Pendidikan Pengatur Telekomunikasi djurusan Teknik Kawat)	post S.M.P. 2-1/2 years

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[a] Based on Hadjarati, op. cit., pp 14-18

[b] The Plan, p. 1565.

3. Telecommunication Officials Training School, Radio Technology (Pendidikan Pengatur Telekomunikasi djurusan Teknik Radio)	post S.M.P. 2-½ years
4. Telecommunication Officials Training School, Telephone Administration (Pendidikan Pengatur Telekomunikasi djurusan Administrasi Telepon)	post S.M.P. 2-½ years
5. Telecommunication Officials Training School, Telegraphic Administration (Pendidikan Pengatur Telekomunikasi djurusan Administrasi Telegrap)	post S.M.P. 2-½ years
6. Postal Clerk Training School (Pendidikan Perakit Pos)	post S.M.P. 1 year
7. Telecommunication Clerk Training School, Telegraphic Technology (Pendidikan Perakit Telekomunikasi djurusan Teknik Kawat)	post S.M.P. 1 year
8. Telecommunication Clerk Training School, Radio Technology (Pendidikan Perakit Telekomunikasi djurusan Teknik Radio)	post S.M.P. 1 year
9. Telecommunication Clerk Training School, Telephone Administration (Pendidikan Perakit Telekomunikasi djurusan Administrasi Telepon)	post S.M.P. 1 year
10. C.I. Telegraph Operator Training School (Pendidikan Operator Telegrap C.I.)	post S.M.P. 1 year
11. Motor Foundation Training Center (Training-Center Jajasan Motor)	post S.M.P. 2 years

Administered by the Department of Defense:

1. Course for Staff Personnel, Department of Defense (Kursus Staf Personil Departemen Pertahanan)	part-time 2-½ years
2. Physical Education School for Non-Commissioned Officers (Pendidikan Bintara Pendidikan Djasmani)	post S.M.P. 1-½ years
3. Radio Operators School for Non-Commissioned Officers (Pendidikan Bintara Telegrafis Radio)	post S.M.P. 1 year
4. Air Radio Mechanic School for Non-Commissioned Officers (Pendidikan Bintara Montir Radio Udara)	post S.M.P.

5. School for Air Traffic Safety (Pendidikan Pengamanan Lalu Lintas Udara)	post S.M.P. 1 year
6. School for Telegraphers (Pendidikan Telegrafist)	post S.M.P. 6 months
7. School for Nurses (Pendidikan Perawat)	post S.M.P. 3 years
8. School for Mid-wives (Pendidikan Bidan)	post S.M.P. 3 years
9. School for Assistant Roentgenologists (Pendidikan Asisten Rontgen)	post S.M.P. 3 years

Administered by the Department of Finance:

1. Government Auction Office Junior Officials Training Course (Kursus Pendidikan Pegawai Menengah Kantor Lelang Negeri)	post S.M.P. 2 years
2. Tax Officials Course (Kursus Djabatan Pengatur Padjak)	- 2 years
3. Customs Officer Course (Kursus Pengatur Pabean)	post S.M.P. 1-½ years
4. Customs Clerk Course (Kursus Djuru Pabean)	post S.R. 3 or 4 years
5. Audit-Office and Exchequer Officials Training Course (Kursus Pendidikan Pegawai Perbendaharaan dan Kas Negara)	post S.M.P. 2 years
6. Clerical Course (Kursus Tata Usaha)	post S.R. 6 months
7. Pawnshop Clerks Course (Kursus Perakit Pegadaian)	post S.R. 6 months
8. Travel Officer Training Course (Kursus Pendidikan Pegawai Perdjalanan)	- 13 months

Administered by the Department of Health:

1. School for Assistant Roentgenologists (Sekolah Asisten Rontgen)	post S.M.P. 3 years
2. Midwife Teachers School (Sekolah Guru Bidan)	post S.M.P. 3 years

3. Midwife School[c] (Sekolah Bidan)	post S.M.P. 3 years
4. School of Psychological Nursing[d] (Sekolah Perawat Djiwa)	post S.M.P. 3 years
5. Higher Secondary Health School[e] (Sekolah Menengah Keschatan Atas)	post S.M.P. 3 years
6. School of Dental Nursing (Sekolah Perawat Gigi)	post S.M.P. 3 years
7. Teacher Training School for Nurses (Pendidikan Guru Perawat)	post S.M.P. 3 years
8. School for Analysts (Sekolah Analis)	post S.M.P. 3 years
9. School of Physiotherapeutic Nursing (Sekolah Perawat Physiotherapi)	post S.M.P. 3 years
10. School for Assistant Pharmaceutical Chemists (Sekolah Asisten Apoteker)	post S.M.P. 3 years
11. Nursing School (Sekolah Perawat)	post S.M.P. 3 years

Administered by the Department of Home Affairs:

1. Training Course for Civil Administration (Kursus Pendidikan Pegawai Pemerintahan Dalam Negeri)	- 2 years

Administered by the Department of Industry:

1. Course on Building Materials (Kursus Bahan-Bahan Bangunan)	post S.M.P. 2-½ years
2. Ceramics Course (Kursus Keramik)	post S.M.P. 1 year
3. Starching Course (for the batik industry) (Kursus Peratjinan)	post S.M.P. 3 months
4. Higher Secondary Technology School (Sekolah Teknologi Menengah Atas)	post S.M.P. 3 years

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[c] Ibid., p. 1563.

[d] Ibid., p. 1564.

[e] Ibid.

5. Textile Course (Kursus Tekstil)	post S.M.P. 10 months
6. School for Chemical Analysts (Sekolah Analis Kimia)	post S.M.P. 2 years

Administered by the Department of Justice:

1. Jail Supervisors Course (Kursus Pengamat Kependjaraan)	post S.M.P. 1 year

Administered by the Department of Police:

1. School for Brigadier Policewomen (Sekolah Brigadir Polisi Wanita)	post S.M.P. 1 year

Administered by the Department of Shipping:

1. Navigation Middle School (Sekolah Pelajaran Menengah)	post S.M.P. 3 years
2. School for Radio, Telegraph and Telephone Operators (Sekolah Radio Telegrafi dan Teleponi)	post S.M.P. 2-½ years

Administered by the Department of Social Affairs:

1. Secondary Vocational Course for Social Work (Kursus Kedjuruan Sosial Tingkat Menengah)	- 2 years

Administered by the Department of Veteran Affairs:

1. Secondary Level Business and Commerce Administration Course (Kursus Pengetahuan Administrasi Perusahaan dan Perdagangan tingkat Menengah)	post S.M.P. 1-½ years
2. Secondary Level Reconstruction Pioneers Training (Latihan Pionir Pembangunan tingkat Menengah)	post S.M.P. 2-½ years

PART II. SCHOOLS AT THE POST-SECONDARY LEVEL[f]

	Location and Date Founded
Administered by the Department of Agriculture:	
1. Department of Agriculture Academy (Akademi Departemen Pertanian)	Bogor 1957
2. National Sugar College (College Gula Negara)	Solo 1950
Administered by the Central Bureau of Statistics:	
1. Academy of Statistics (Akademi Ilmu Statistik)	Djakarta 1958
Administered by the Office of Civil Aviation:	
1. Civil Pilot Course (Kursus Pilot Penerbang Sipil)	- -
2. Civil Aviation (Penerbangan Sipil)	- -
Administered by the Department of Commerce:	
1. Academy of Weights and Measures (Akademi Metrologi)	Bandung 1954
2. Academy of Meteorology and Geophysics (Akademi Meteorologi Geofisik)	Djakarta 1954
Administered by the Department of Communications:	
1. Postal, Telephone and Telegraph Academy (Akademi P.T.T.)	Bandung 1937
2. Academy of Road Traffic Control (Akademi Lalu Lintas Djalan)	Djakarta -
3. Radio Operators Course (Kursus Radio Monteur)	Djakarta -
Administered by the Department of Land Communications:	
1. Railroad Academy (Akademi Kereta Api)	Bandung 1954

[f] Based on data in the Plan, pp. 1465-72.

2. Railroad Technology School (Sekolah Ahli Teknik Kereta Api)	Bandung	1954

Administered by the Department of Sea Communications:

1. Commercial Navigation Academy (Akademi Pelajaran Niaga)	Djakarta	1953
2. Navigation Academy (Akademi Ilmu Pelajaran)	Djakarta	1954

Administered by the Office of Coordination:

1. Coordination Training (Pendidikan Sandi)	Djakarta	-

Administered by the Department of Defense:

1. National Military Academy (Akademi Militer Nasional)	Magelang	-
2. Taruna Geni Army Academy (Akademi Taruna Geni Angkatan Darat)	Bandung	-
3. Supply Officers Candidate School (Army) (Sekolah Tjalon Perwira Peralatan Angkatan Darat)	Bandung	-
4. Naval Flight Officers Candidate School (Pendidikan Perwira Penerbang Angkatan Laut)	Bandung	-
5. Air Force Aviation School (Pendidikan Penerbang Angkatan Udara)	Djakarta	-

Administered by the Office of Excise Taxes:

1. Excise Tax Assessors Course (Kursus Penilik Padjak Hasil Bumi)	Djakarta	1955

Administered by the Department of Finance:

1. Assistant Accountant Course (Kursus Djabatan Adjun Akuntan)	Djakarta	1952
2. Land Assessors Course (Kursus Penilik Tanah Milik)	Djakarta	-

Administered by the Office of Geology:

1. Geology Academy (Akademi Geologi)	Bandung	-

2. Mining Academy (Akademi Pertambangan)	Bandung -

Administered by the Department of Health:

1. Academy for Dieticians and Nutrition (Akademi Pendidikan Nutritionis/Ahli Diet)	Bogor -
2. Academy for District Health Officers (Akademi Kontroiir Kesehatan)	Djakarta -
3. School for Chemical Analysts (Sekolah Analis Kimia)	Bogor -

Administered by the Department of Home Affairs:

1. Public Administration Academy (Akademi Pemerintahan Dalam Negeri)	Malang -

Administered by the Department of Information:

1. Information Academy (Akademi Penerangan)	Djakarta 1957

Administered by the Department of Industry:

1. Academy for Industrial Leadership (Akademi Pemimpin Perusahaan)	Djakarta -
2. Higher Textile School (Sekolah Tekstil Tinggi)	Bandung -
3. Advanced Courses in Leather Work (Kursus Kulit Tinggi)	Jogjakarta -

Administered by the Department of Justice:

1. Prison Inspectors Course (Kursus Pemeriksa Kependjaraan)	Djakarta -

Administered by the Department of Labor:

1. Courses for Inspectors of Working Conditions (Kursus Penilik Keselamatan Kerdja)	Djakarta -
2. Courses for Labor Inspectors (Kursus Penilik Perburuhan)	Djakarta -

Administered by the Department of Police:

1. Police Academy (Perguruan Tinggi Ilmu Kepolisian)	Djakarta 1946

Administered by the Department of Postal Savings:

1. Cadre Training Courses for Postal Savings Bank Staff (Kursus Kader Pegawai Staf Bank Tabungan Pos)	Djakarta 1954

Administered by the Office of the Prime Minister:

1. The Republic of Indonesia Institute of National Administration (Lembaga Administrasi Negara Republik Indonesia)	Djakarta 1958

Administered by the Department of Public Works:

1. Academy for Public Works (Akademi Teknik Pekerdjaan Umum)	Bandung

Administered by the Department of Religion:

1. Institute of National Islamic Studies (Perguruan Agama Islam Negeri)	Jogjakarta 1951
2. Official Academy of Religion (Akademi Dinas Ilmu Agama)	Djakarta 1957

Administered by the Department of Social Affairs:

1. Advanced Social Workers Course (Kursus Kedjuruan Sosial Tingkat Atas)	Bandung

Administered by the Department of Veterans Affairs:

1. Veterans National Development Academy (Akademi Pembangunan Nasional Veteran)	Jogjakarta 1958

HIGHLIGHTS OF THE WORKSHOP DISCUSSIONS ON INDONESIAN EDUCATION

Special Problems of the Indonesian Educational System Relevant to the Consideration of Students Applying to U.S. Institutions

1. Graduates of the *B* secondary stream (science and Technology) with high grades usually will be considered favorably for admission by most university faculties in Indonesia since it generally is agreed that students completing this program are better prepared academically than are graduates of the *A* and *C* streams.

2. There is an acute shortage of adequately prepared teachers at all levels of education. Until quite recently it generally was true that, in order to teach at one level, the teacher needed only to complete preparation equal to the next higher educational level.

3. Normally the Indonesian student does his first two years of study in any one of 90 native dialects and not in the official Indonesian language, Bahasa Indonesian.

4. In most instances, the physical facilities, e.g., classroom buildings, laboratory equipment, and reference books, are sub-standard. However, there are a few schools where this situation is improving.

5. Since the student considers his teachers to represent undisputed authority and is taught to memorize the lectures, he seldom will question any statements which the teacher makes. Furthermore, since the student has had little experience in research, independent study, supplementary reading and extensive examinations, he may be expected to be confused or overwhelmed by the demands made on him at a U.S. educational institution.

6. At most Indonesian institutions, a grade of 5.5 (roughly equivalent to a D in the United States) is passing in non-major subjects; a grade of six is required for passing a major sugject. A grade of 6.5 approximates the grade of C+; the grade of 7 compares favorably to a B. Grades of 9 or 10 rarely are given. Although grades received are a measure of learning in the context of the Indonesian educational system, they have very little relevance to comparagle progress in terms of academic aptitude and achievement as indicators of probable success in U.S. academic institutions.

7. English proficiency of Indonesians generally is weak. The student may, however, reach a higher level of English proficiency more quickly than most Asians because the Romanized Indonesian alphabet and tonal patterns are more closely associated with English than is true of other Asian languages.

Additional Comments:

The resource speaker indicated that a statement was made by the Indonesian government in 1959 to the effect that the four institutions of higher learning considered to have the strongest academic programs were: The University of Indonesia, Bandung Institute of Technology, Gadjah Mada University, and Airlangga University (Faculty of Medicine).

Though a certificate obtained from the Academy of Agriculture (a post-secondary institution established under the Department of Agriculture to provide inservice training) is not automatically recognized by the Indonesian government as the equivalent of the Sardjana Muda or the Sardjana, the Academy is acknowledged to give excellent preparation in the field of tropical agriculture.

PLACEMENT RECOMMENDATIONS

A. Undergraduate

1. Since there are many private secondary schools that are not presently recognized by the Republic of Indonesia (R.O.I.) government, admissions officers should ascertain the type and status of a given school by:

   a. noting the seal stamped or printed on transcripts, letters of reference and certificates submitted by or on behalf of Indonesian applicants. The seal should be identifiable as that of an officially recognized school.

   b. requiring a government issued certificate bearing grades received on the government examination.

B. Graduate

1. Institutions of higher (post-secondary) education may be either state controlled or private. Some non-degree granting institutions which are subject to national education ministry regulation or sponsorship by various individual R.O.I. departments (the latter for inservice training.) Admissions officers, therefore, should ascertain the type and status of a given institution by:

   a. noting the seal which should appear on transcripts, letters of reference and certificates submitted by or on behalf of Indonesian applicants. The seal should be identifiable as that of an officially-recognized institution, and should indicate the institution's affiliation.

   b. requiring that a degree granted by an institution not recognized by the R.O.I. be validated by a public institution having degree granting status through the Indonesian government. If the degree is not validated in this way, the U.S. admissions officer may wish to consider this degree in the same manner as he would treat a degree from an unaccredited institution.

   c. being on the alert for certificates and diplomas issued by academies and quasi-faculties that are in fact departmental, specialized technical (inservice) training institutions which do not confer degrees and yet enjoy recognized academic status by the R.O.I. government as a whole. These certificates are not necessarily the equivalent of university degrees such as the Sardjana Muda or the Sardjana.

C. Undergraduate and Graduate

1. Transcripts showing grades, hours, rank in class, etc., of secondary and post-secondary work often are not submitted because they are not readily available from university registrars or other school authorities. Admissions officers, therefore, should:

   a. request this information from the person whose signature appears on the document in question (e.g., dean or principal of the school).

   b. request additional information or clarification, if needed, from the Cultural Affairs Officer of the U.S. Information Service, American Embassy, Djakarta, Republic of Indonesia.

2. Since it may be difficult to establish the number of years the Indonesian applicant has spent in obtaining the Idjazah (secondary school certificate) or higher diplomas and degrees, admissions officers should:

   a. request an autobiography which includes a statement of his secondary and post-secondary formal education in chronological order.

   b. request (particularly in the case of students enrolled in secondary schools and universities during the 1950's) original certificates or certified copies of originals covering each year's work at the secondary and higher education levels.

   Note: It is not unusual for a student to take longer than the prescribed number of years to pass from one stage to another in his secondary and higher education career. Often, owing to the rigors of the examination system, the student is not at fault in having to take additional time to obtain various certificates and degrees. It is estimated that 2 percent of Indonesian students receive degrees on time and the average require seven years to complete a four-year degree program.

3. Since translations of Indonesian educational credentials tend to incorporate evaluative statements (i.e., the Sardjana Muda is equivalent to the B.A. or B.S., and the Sardjana is equivalent to the M.A. or M.S.), admissions officers should:

   a. request, in all cases, that the applicant submit certified copies or original school records, diplomas and certificates in Bahasa Indonesian in support of his application. In this way the admissions officer is able to recognize the exact level of education the candidate has attained.

   b. request transcripts with a listing of courses of study and types of examinations, particularly when there is evidence that the applicant has passed his courses by taking the Tentamen (a brief unstructured test), in lieu of a written examination covering the entire course.

4. Though the teaching of English has improved steadily in recent years, the Indonesian applicant's English proficiency nevertheless is difficult to measure on the basis of the conventional credentials available to the admissions officer. Thus, it is strongly recommended that the TOEFL be required of all applicants from Indonesia.

5. Some admissions officers may wish to supplement the information contained in conventional Indonesian educational credentials with the Scholastic Aptitude Test, as well as the appropriate Achievement Tests (particularly in the Math/Science areas) in the case of the undergraduate applicant. Some graduate schools may find it desirable to require the aptitude and advanced tests of the Graduate Record Examinations of graduate applicants.

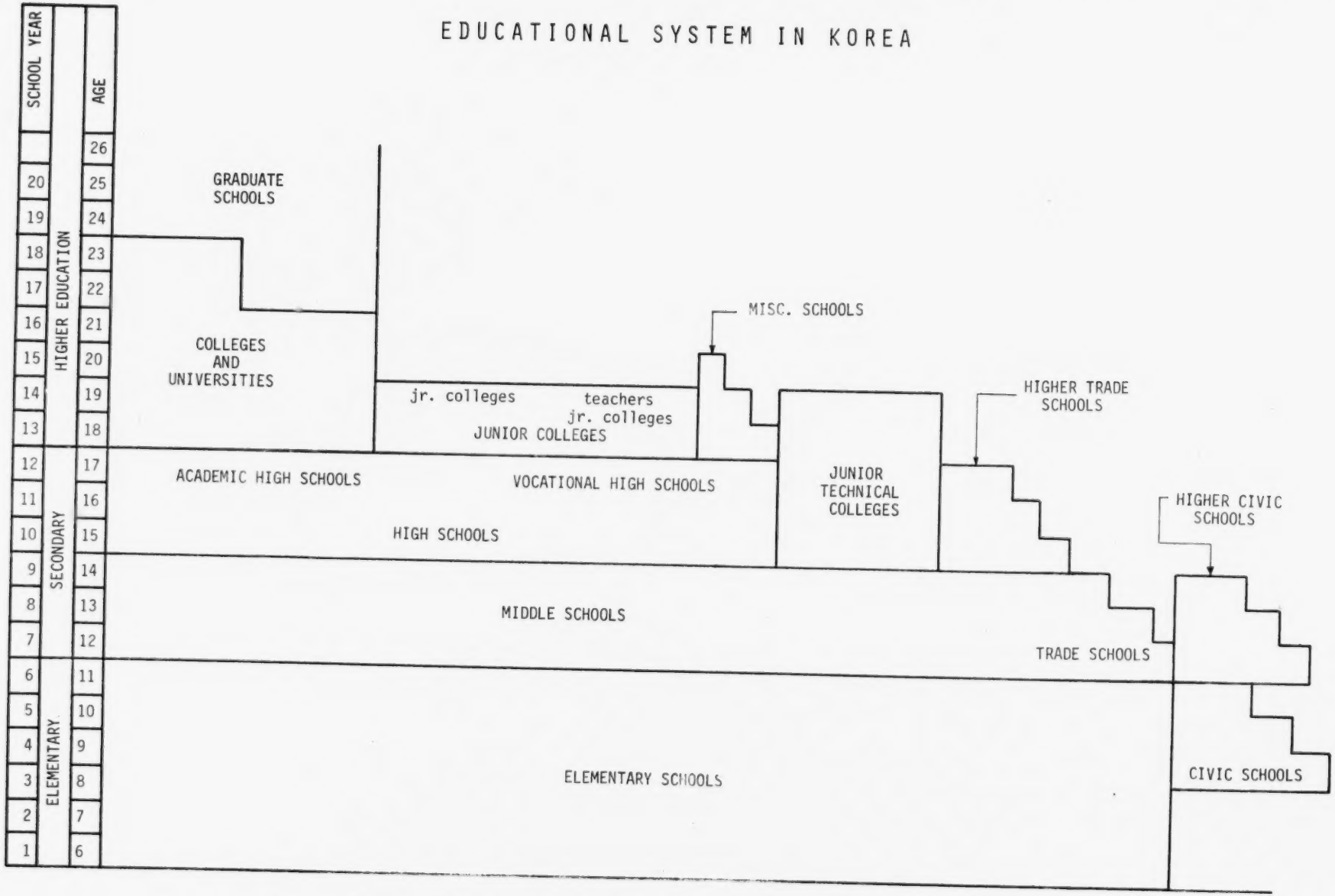
6. The admissions officer should not attempt merely to establish equivalents of Indonesian credentials in terms of American diplomas and degrees. Rather, he first should accept the certificates and degrees submitted to determine admissibility. If it is established that the applicant is admissible, the institution then should proceed to establish the appropriate level at which the student should begin his studies in the U.S. institution (on the basis of conventional credentials, SAT, and Achievement Tests, TOEFL, and other indicators), recognizing that there may be deficiencies in preparation for the degree program to which he has been admitted.

7. Since qualitative differences may occur between the secondary school streams (*A*, Arts and Literature, *B*, Science and Technology, and *C*, Commerce-Economics), the admissions officer should take into consideration the academic stream through which the applicant has passed in relation to his proposed program of study at an American university.

Part 4

Robert Yangas

EDUCATIONAL SYSTEM IN KOREA



Source: EDUCATION IN KOREA, 1965-1966, Ministry of Education, 1966.

KOREA

Overview of the Educational System

Though one university in Korea (Sung Kyun Kwan) traces its origin to the year 1398, colleges and universities as we know them in the United States, did not exist in Korea until the early part of the twentieth century.

Japanese colonization in Korea began in 1910 and continued to 1945. The Japanese established many new educational institutions, most important of which was Keijo Imperial University in 1922. During this period the administration and the curriculum of the Korean schools, as well as those newly established by the Japanese, were gradually patterned after that of Japan. This involved a dual track system; that is, a 6-5-3-3 system for university students and a 6-5-3 system for the junior college course.

Though education increased quantitatively and qualitatively at all levels, it is well to note that opportunities for quality education were unequal. The schools were usually segregated, with distinct privileges for the schools serving native-born Japanese. When available, the schools serving Koreans were generally oriented toward training in practical skills and for lower-level positions in the various facets of the government. Japanese was the official language; use of Korean was discouraged and, in 1941, finally forbidden in all schools.

The above factors made it extremely difficult for a Korean to proceed through the 6-5-3-3 track and ultimate graduation from Keijo Imperial University. When they were successful, Koreans usually proceeded through the 6-5-3 vocational junior college curriculum. Throughout this period, it was not uncommon for Koreans to go, or to be sent, to Japan for their post-high school training.

At the close of World War II, and Korea's subsequent independence, there were altogether nineteen institutions of higher education in all Korea. Even so, it was estimated that 77 percent of the Korean population was illiterate at this time.

Liberation from the Japanese also brought with it a loss of administrators, teachers, and high-level technicians. To fill the positions held by the Japanese at all levels of education, wholesale promotions were necessary, although many were not qualified. One could conclude that education suffered a decline in quality immediately after liberation due to an increased school enrolment, which in turn caused crowded classrooms, and to the lack of adequate qualifications of newly promoted teachers and administrators.

The war in Korea, between 1950 and 1953, brought havoc and virtual paralysis to the fledgling education system. Over half of all school buildings were destroyed, and what remained were quite useless without extensive repairs. More important, an estimated 25 to 50 percent of all teachers and educational administrators were lost due to death, kidnaping or physical disability.

Though the origins of higher education can be traced back five centuries, and modern higher education, three-score years, the current status of higher education in Korea can be said to be, in large measure, a result of the massive amounts of aid which poured into the country after the end of the Korean conflict.

A significant number of private and governmental organizations provided both money and expertise to rebuild and extend what was left of the former system. It should be remembered, however, that the former system was essentially Japanese.

The Agency for International Development (AID) and its predecessors FOA and ICA, played the dominant role. This involved the building and rehabilitation of facilities, provision of American educational specialists as advisers and the upgrading of university faculty through in-service training and study in the United States. The best known project in Korea involved the University of Minnesota in the improvement of the Seoul National University's (formerly Keijo Imperial University) colleges of agriculture, engineering, medicine, public administration, and veterinary medicine. George Peabody College provided assistance to the college of education of Seoul National University, as well as a number of other teacher preparation institutions, and the Ministry of Education and the Central Education Research Institute.

The years 1960 and 1961 proved to be quite disruptive for higher education, due to the Student Revolution, which brought the downfall of the government of Syngman Rhee in April, 1960, and the military coup in May, 1961. Since that time conditions have been relatively stable, with the country showing increasing economic growth especially during the last three years. This is partially due to the normalization of relations with Japan in December, 1965, and the utilization of Korean manpower in other countries. In the Second Five-Year Plan for Technical Development (1967-1971) there is a greater stress than ever before on relating education closely with economic development. Science, engineering, and technical training programs are, therefore, receiving greater recognition and governmental assistance than was true in the past.

Special Problems

The number of institutions considered to be higher education has increased significantly in a relatively short period of time--a period which also included a major war and two revolutions. Though there were only nineteen in 1945, Clara H. Koenig referred to fifty-five institutions as having been approved by the Ministry of Education in January 1956; in Korean Universities and Colleges (1967), Rudolf E. Klimes lists 158. The rapid growth of higher education has largely been achieved at the expense of quality. This is particularly true of some private institutions that are profit-making "diploma mills." Their primary function appears to be that of providing a label which will serve as a ticket to upward social mobility. Education in Korea is big business. In fact, it can be described as the country's second largest industry, being surpassed only by agriculture.

There seems little likelihood that the quality of education will improve in certain technical programs, such as nursing and medicine, in the foreseeable future. This is because it has been found to be profitable to export manpower trained in such fields to other countries. If there is any change, it will be to increase the number of students allowed to study occupations that are exportable.

The establishment of student quotas for institutions of higher learning, according to fields of study, has been a responsibility of the Ministry of Education. The quotas are based, in part, on the projected manpower needs of

the country as well as an evaluation of the school's resources. The establishment of the quotas has proven to be a controversial issue over the years; but it has also been something which some of the private (profit-making) schools often ignored. The Ministry of Education has found it difficult to enforce its quota regulation.

Examinations appear to be the raison d'etre of education in Korea. The 'examination hell,' as it is commonly known, begins from the first grade. Although the number of children who apply for entrance to schools throughout the nation does not exceed the capacity to accommodate them, Korean parents are convinced that certain schools are superior, and therefore, they attempt to increase the chances of their children passing the entrance examination to a prestige school at the next highest level. The primary objective of elementary education is the gaining of admission to a prestige middle school. The primary objective of middle schools is the gaining of admission to a prestige high school--and so on. However, the middle school examination appears to be the most critical, since the schools are usually attached to high schools and students tend to remain in the same school.

In addition to private tutors and supervised homework, children in the last two years of primary school take some type of test almost every day of every week in order to prepare for the middle school entrance examinations. This kind of activity is also prevalent prior to the university examination. If it could be assumed that the entrance examinations did select the ablest students, then one could logically conclude that the best students go to the best universities and that second class students go to second class universities. Unfortunately, some concern has been expressed about the validity of university entrance examinations. The Agency for International Development is currently developing an aptitude test for Koreans which they hope can be used in the selection process. It is assumed, however, that Korean educators may resist its utilization because of vested interests. It is well to note here that, contrary to the practice of schools in the United States, letters of recommendation and transcripts of grades are seldom used as criteria for admission.

Because the educational system is primarily geared to preparing students to pass entrance examinations, it encourages cramming and rote memorization of facts. At the same time it precludes flexibility in the curriculum that would be conducive to creativity and critical thinking.

The American admissions officer often notes the obvious similarity of the Korean educational system to his own. In fact, the Korean system, with its 6-3-3-4 pattern is often referred to as a 'U. S. type of education.' This is further reinforced by the use of terms by Koreans that are familiar to most American educators, e.g., core curriculum, educational television, audio-visual education, research institutes, guidance and counseling, extra-curricular activities, student government, standardized tests, norms, and I.Q. However, the obvious similarity of the outward organization of the Korean system can be misleading unless one realizes that it is essentially a hybrid--a result of fifteen to twenty years of American influence superimposed upon a Japanese system in effect for thirty-five years. Much still remains of the Japanese in philosophy and practice. Some of the remnants are superficial, such as the wearing of school uniforms and the separation of the sexes; others, such as the examination system, teaching methods, and school administration, are of much greater significance in the educational process. The survival of practices which are essentially Japanese, after two decades of American influence, is probably due to the fact that practically all high-ranking government officials, university administrators and professors had all, or most, of their own educa-

tion under the Japanese. Today a degree from a Japanese university continues to be a greater asset in obtaining a position in a Korean university than is a comparable one from an American institution.

HIGHLIGHTS OF THE WORKSHOP DISCUSSIONS ON KOREAN EDUCATION

General Background

Admissions officers should evaluate transcripts during the 1960-1961 period with great caution. During this turbulent period attendance in educational institutions may have been highly irregular and infrequent. A junior or senior year's work at this time, without other evidence (i.e., later graduate work) should be viewed with extreme caution.

Any evaluation of a transcript must take into account the applicant's chronological progress through his education and post-educational work.

Korean transcripts appear in a format that is easily identified in terms of U.S. transcripts. However there are certain procedures now being used which have certain weaknesses that could lead to serious errors.

Korean universities do not as a rule issue transcripts directly to U.S. institutions, but rather to the Korean student. Since the English translations issued by Korean universities may omit certain pertinent information such as failed courses and repeated courses, it is recommended that:

(a) applicants should be required to furnish the original transcript in the Korean language properly certified by the university;

(b) applicants should be required to furnish translations that have the applicants name on all sheets of a multi-sheet transcript; and

(c) applicants should be required to have English translations certified by the U.S. Embassy.

Transcript Evaluation

Admissions Officers must evaluate transcripts with the usual caution, bearing in mind:

(a) Korean transcripts appear to be very similar to U.S. transcripts;

(b) Korean transcripts list course titles and unit credits analagous to U.S. practice;

(c) course and department titles may not mean the same as equivalent courses in the U.S.;

(d) translation of course titles may be inaccurate or erroneous;

(e) credit hours tend to be inflated to compensate for the lack of assigned homework;

(f) there is a general lack of library and laboratory facilities and of textbooks;

(g) there is heavy reliance on rote memorization in the learning process;

(h) Korean faculty do not have the same academic training that is normally prevalent in U.S. institutions;

(i) class attendance is usually not obligatory; and

(j) high school and college transcripts do not normally indicate rank in class and this is not normally available. However, when available, it is often included.

Transcript Correction Procedure

When an admissions officer receives only an English translation of a Korean applicant's transcript, he should return the translation to the student and request that the original Korean transcript be furnished attached to the translation properly certified by the U.S. Embassy.

Letters of Recommendation

It appears that Korean university teachers and administrators generally feel that their institution's prestige is enhanced by their graduates going to the United States to study. Therefore, professors who are asked to write letters of recommendation are likely to feel greater loyalty to their students and their institutions than to their academic discipline and the American institution to which their students are applying. It is also possible that the professor who is asked to write a letter of recommendation does not know enough English to do so and may be willing to sign his name to a letter composed for him by the student or someone else. Because of these possibilities, it would seem advisable as a general rule not to place great weight on letters of recommendation.

Counseling Services

Applicants should be urged to utilize the services of the American-Korean Foundation in Seoul to assist in the proper choice of educational institutions and programs. Admissions officers may wish to have applicants interviewed by

AKF but should not request that an evaluation recommendation be furnished by AKF.

U.S. institutions should use the services of their own alumni in Korea to interview applicants for evaluation information. The American Economics Association provides interview services for prospective graduate applicants overseas; U.S. institutions are urged to use these services.

Quality of Korean Institutions

It is understood that Koreans generally view the following high schools as being of the highest quality:

Kyongbuk High School, Seoul;
Kyongbuk High School, Taegu;
Kyongnan High School, Pusan;
Kyong-gi Boy's High School, Seoul;
Kuong-gi Girl's High School, Seoul; and
Seoul High School, Seoul.

This list is not a ranking within this group, and these are not the only good schools.

Admissions officers should note that in Korea graduates of these more prestigious high schools generally seek admission to the universities listed below. The admissions officer should, therefore, be wary of the applicant who does not follow this pattern.

Seoul National University

The various faculties of Seoul National University are autonomous and operate with a high degree of independence. The fact that Seoul National University is generally regarded by Koreans as the best university in Korea should not blind one to the fact that certain faculties within the university are more highly regarded than others. Among the faculties which are generally regarded by Koreans as the most prestigious are the Faculties of Education, Engineering, Medicine, and Public Administration, all of which have been beneficiaries of American aid. The Faculty of Agriculture, though not quite as prestigious, should be considered a strong school. It would seem reasonable to suppose that a similar lack of uniformity among faculties may be found in other Korean universities.

Koreans generally regard Seoul National University as the nation's best. The following five institutions are also highly regarded:

(Public) Pusan National University, Pusan; and
Kyong-pook University, Taegu

(Private) Korea University, Seoul;
Yonsei University, Seoul; and
Ewha Women's University, Seoul.

Ewha Women's University at Seoul is considered the best of its kind in Korea, but it must be remembered that women's higher education is geared towards

preparing women for a role in their culture which is significantly different than our own.

Sogang Jesuit College in Seoul is a new institution which has followed the American patterns more than other Korean institutions. Class attendance is required.

It should be realized that graduation from one of these above named institutions does not in itself qualify the applicant for admission to a graduate degree program. Students from other Korean colleges may be considered for admission to U.S. institutions, but admissions officers should be aware that they may not be as well prepared as graduates of the institutions named above.

In addition to the above named universities there are three military academies which, because of the high prestige attached to a military career, attract many bright and able students.

Return to Korea of Students

There is evidence to indicate that the vast majority of Korean students do not return to Korea. Without discussing the merits of this subject, it does not appear to be pertinent for admissions officers to give consideration to this fact in making an admission decision.

Special Factors

Admissions officers may wish to take note of the following several special factors which will strengthen and expand the basis for an admission decision:

(a) having done graduate work of good quality in Korea;

(b) having been a teaching assistant or instructor in a university; and

(c) having had, in the face of widespread unemployment, significant work experience in his field.

There is a special examination in English language and Korean history administered by the Korean Ministry of Education which a student must pass in order to obtain foreign monetary exchange. It should be noted that undergraduate students usually cannot obtain foreign exchange, and must therefore depend upon outside financial support. Evidence of passage of the examination should be required of the self-sponsored graduate student. This examination should NOT, however, be considered as evidence of English language proficiency.

Miscellaneous Institutions

Those institutions which are listed as "Miscellaneous Schools" in Klime's

Korean Universities and Colleges should not be considered as collegiate institutions as far as transfer credit is concerned.

World Education Series--Republic of Korea (1958)

The World Education Series publication on Korea, even though it is some ten years old, still contains much valid information. It should be noted, however, that grading practices appear to be less rigorous than those described in the publication and degree requirements have changed.

Placement Recommendations

Freshman Admissions

Korean high school graduates, if proficient in English, may be considered for admission at the freshman level. It would be advisable, however, for them to take a relatively light academic load at first. Some applicants may qualify for advanced placement in mathematics, since Korean students may have completed college-level work in high school in this subject.

Advanced Standing

Undergraduate credit from four-year colleges may be considered on a course for course basis, subject to the following considerations:

(a) Work completed at institutions other than the seven mentioned above should be evaluated with considerable care;

(b) As previously noted, the credit hours shown on Korean transcripts tend to be inflated. It may be advisable to have the student examined by the department concerned to determine the amount of transfer credit; and

(c) Coursework in the sciences usually would not have included adequate laboratory training as judged by American standards.

Graduate Standing

Holders of a Korean bachelor's degree in the humanities and social sciences, if otherwise found to be admissible, should probably complete one to two semesters of advanced undergraduate work in their fields before starting regular graduate study.

Holders of Korean bachelor's degrees in the physical sciences, mathematics, and engineering probably have adequate theoretical backgrounds in their disciplines to begin graduate study. However, because of their lack of laboratory training in general, students in the physical sciences and engineering will probably have to make-up undergraduate deficiencies.

Because so few students study at the graduate level in Korea, completion

of a Korean graduate degree or work toward an advanced degree should be a positive factor in the admissions decision. Korean graduate degrees, however, should not be considered as equivalent to their American counterparts.

Nurses Training

In considering applications from students who have had nurses training, the following points are noteworthy:

(a) Many nursing schools are not connected with a hospital or clinic; and

(b) Many nursing schools are at the high school level.

Because of these facts, Korean girls who have had nurses training should not be considered to have the equivalent of an American bachelor's degree in nursing or the three-year diploma program unless they have graduated from a four-year, post-secondary, hospital-affiliated program.

Normal Schools for Teacher Training

Graduates of secondary-level normal schools (which went out of existence in 1962) should not be considered for admission to freshman standing.

Junior Colleges

The two-year, post-secondary teachers colleges which have supplanted the normal schools, junior technical colleges, and junior colleges in general, are considered by Koreans to be of very low quality. Because of this it would seem advisable not to consider graduates of these schools for admission at other than the freshman level.

Miscellaneous Schools

Those institutions which are listed as "Miscellaneous Schools" in Klime's Korean Universities and Colleges should not be considered as collegiate level institutions for the purpose of transfer of credit since they do not grant degrees.

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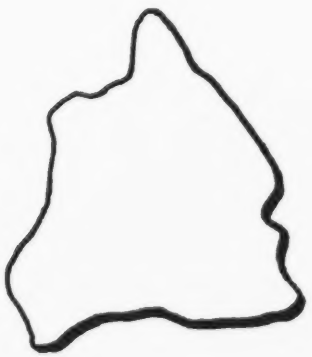
Part 5

The Workshop



WORKSHOP PROGRAM

November 27 - Monday

8:00 - 8:30 am	Introductions and Orientation of Participants (Mr. Richard Dremuk and Mr. A. Lee Zeigler)
8:30 - 9:00	Welcome (Dr. Thomas H. Hamilton, President, University of Hawaii; Everett Kleinjans, Deputy Chancellor for Academic Affairs, East-West Center)
9:00 - 9:30	Orientation, continued.
9:30 - 10:00	BREAK
10:00 - 12:00	Indo-China: "Past and Present" (Dr. Walter Vella)
1:00 - 2:00 pm	Briefing and Tour of East-West Center

November 28 - Tuesday

8:00 - 10:00 am	Indo-China: "Educational Development - Pattern and Purpose" (Mr. Marvin Hurley)
10:00 - 10:30	BREAK
10:30 - 12:00	Indo-China: "Educational Development. . ." continued (Hurley)
1:00 - 3:30 pm	Indo-China: Educational Institutions - Type, Curricula, Structure and Quality (Hurley)

November 29 - Wednesday

8:00 - 10:00 am	Indo-China: Discussion of Credentials (Meet in Assigned Groups)
10:00 - 10:30	BREAK
10:30 - 12:00	Indo-China: Conclusions with Entire Group (Hurley)
1:00 - 3:30 pm	Indo-China Group Only - Report Preparation (Hurley)
6:30	Korean Dinner

November 30 - Thursday

8:00 - 10:00 am	Thailand: "Past and Present" (Dr. Fred W. Riggs)
10:00 - 10:30	BREAK
10:30 - 12:00	Thailand: "Educational Development - Pattern and Purpose" (Dr. John F. Brohm, Director)

November 30 cont.

1:00 - 3:30 pm	Thailand: Educational Institutions - Type, Curricula, Structure, and Quality (Brohm)

December 1 - Friday

8:00 - 10:00 am	Thailand: Discussion of Credentials (Meet in Assigned Groups)
10:00 - 10:30	BREAK
10:30 - 12:00	Thailand: Conclusions with Entire Group (Brohm)
1:00 - 3:30	Thailand Group Only - Report Preparation (Brohm)
3:30	Trip to Polynesian Cultural Center

December 2 & 3 - Saturday and Sunday

FREE

December 4 - Monday

8:00 - 10:00 am	Indonesia: "Past and Present" (Dr. Robert Van Niel)
10:00 - 10:30	BREAK
10:30 - 12:00	Indonesia: "Educational Development - Pattern and Purpose" (Dr. Kenneth L. Neff)
1:00 - 3:30 pm	Indonesia: Educational Institutions - Type, Curricula, Structure, and Quality (Neff)

December 5 - Tuesday

8:00 - 10:00 am	Indonesia: Discussion of Credentials (Meet in Assigned Groups)
10:00 - 10:30	BREAK
10:30 - 12:00	Indonesia: Conclusions with Entire Group (Neff)
1:00 - 3:30 pm	Indonesia Group Only - Report Preparation (Neff)
7:00	Indonesian Dinner

December 6 - Wednesday

8:00 - 10:00 am	Korea: "Past and Present" (Dr. Glenn Paige)
10:00 - 10:30	BREAK

December 6 cont.

10:30 - 12:00	Korea: "Educational Development - Pattern and Purpose" (Mr. Robert Yangas)
1:00 - 3:30 pm	Korea: Educational Institutions - Type, Curricula, Structure and Quality (Yangas)

December 7 - Thursday

8:00 - 10:00 am	Korea: Discussion of Credentials (Meet in Assigned Groups)
10:00 - 10:30	BREAK
10:30 - 12:00	Korea: Conclusions with Entire Group (Yangas)
1:00 - 3:30 pm	Korea Group Only - Report Preparation (Yangas)

December 8 - Friday

8:00 - 12:00 am	General Meeting - Review and Discussion of Workshop items and other topics regarding Asian education, credentials and students (Dremuk); (comments by Mr. Y. Baron Goto, Vice-Chancellor, Institute for Technical Interchange, East-West Center)
1:00 - 3:30 pm	Evaluation and Summation - Recommendations for future programs, methods of disseminating information, regional workshops, national conferences, etc. (Dremuk)

December 9 - Saturday

10:30 am	Informal Brunch and Farewell

WORKSHOP STAFF AND PARTICIPANTS

Administrative Staff

Project Director

Mr. Richard Dremuk, Assistant Univeristy Dean
Graduate and Foreign Admissions
University of Illinois

Administrative Director

Mr. A. Lee Zeigler, Director,
International Student Office
University of Hawaii

Educational(1) and Area(2) Specialists

Indochina (Vietnam, Cambodia and Laos)

1. Mr. Marvin Hurley
   Academic Advisory Branch
   Office of International Training
   Agency for International Development
   U.S. Department of State
   Washington, D. C.

2. Dr. Walter Vella, Professor of History and
   Chairman of Department
   University of Hawaii

Thailand

1. Dr. John F. Brohm, Director
   East Asia Office
   Institute of International Education
   Bangkok, Thailand

2. Dr. Fred W. Riggs, Professor of Political Science and
   Political Scientist
   Social Science Research Institute
   University of Hawaii

Indonesia

1. Dr. Kenneth L. Neff, Director of Research
   Educational Planning Project
   Michigan State University, Thailand

2. Dr. Robert Van Niel, Professor of History and
   Head of Southeast Asian Studies Program
   University of Hawaii

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September, 1968

To the Institutional Members of NAFSA
and the Members of the Admissions Section

From Cliff Sjogren, Chairman, ADSEC

I have pleasure in sending to you a complimentary copy of the REPORT OF THE TRAINING WORKSHOP ON THE EVALUATION OF ASIAN EDUCATIONAL CREDENTIALS. This is the second in the series of reports on the Workshops which have taken place at the East West Center in Hawaii.

Please note that copies of the report will be available from the central office and that the purchase price will be $1.00 as listed in the NAFSA Publications List and not $2 as marked on copy now sent to you.

The editor asks that you make the following addition to the list of Grantee Participants which appears on page 5.5

Robert A. Elting, International Student Adviser
and International Admissions Officer
University of Miami

Korea

1. Mr. Robert Yangas, formerly Director
   Educational Counselling Center
   American-Korean Foundation
   Seoul, Korea

2. Dr. Glenn Paige, Political Scientist
   Social Science Research Institute
   University of Hawaii

Grantee Participants

Walter Allen, Director
International Student Services
University of Houston

Stan Berry, Director of Admissions
Washington State University

Carolyn Black, Assistant Director of Admissions
Ohio State University

Deane Bornheimer, Assistant Dean,
Graduate School
Princeton University

Eugene Chamberlain, Adviser to Foreign Students
Massachusetts Institute of Technology

Charles Deacon, Assistant Director of Admissions
Georgetown University

Reidar Dittman, Director of Foreign Study
St. Olaf College

Mrs. Marcine Drescher, Foreign Examiner
University of Wisconsin--Madison

Joseph M. Jacobsen, Administrative Officer
City College of San Francisco

Inge Jordahn, Admissions Counselor
Louisiana State University

Paul R. Kea, Assistant Director of Admissions
University of Georgia

Josephine Leo, Adviser for Foreign Student Admissions
University of Maryland

Ludgarda Platon, Administrative Assistant to the Director
and Senior Evaluator,
New York University

Thomas Plofchan, Admissions Counselor for International
Graduate Students
Wayne State University

Mrs. Cassandra Pyle, Foreign Student Admissions Officer,
University of Chicago

Kenneth Rogers, Assistant to the Director of Admissions
Dartmouth College

Mrs. Inez Sepmeyer, Admissions Officer for International Students
University of California at Los Angeles

Ted Sharp, Admissions Officer
San Fernando Valley State College

Joel Slocum, Foreign Admissions Counselor
Columbia University

Arthur Tichenor, Foreign Student Adviser
Purdue University

Mrs. Claudine Waterbury, Associate Registrar
Colorado State University

Arnold Weiss, Assistant Dean,
Graduate School
University of Kansas

Mr. Tamiko Yamamoto, Admissions Officer,
Graduate Division
University of Hawaii

Observer

Dr. Mary F. Gray, Grantee Program Director
The Asia Foundation

WORKSHOP PARTICIPANTS BY ASSIGNED COUNTRY GROUP

Vietnam, Cambodia and Laos

Mrs. Inez Sepmeyer
Walter Allen
Charles Deacon
Inge Jordahn
Luthgarda Platon

Thailand

Stan Berry
Mrs. Marcine Drescher
Robert Elting
Paul R. Kea
Josephine Leo
Thomas Plotchan

Indonesia

Carolyn Black
Joseph M. Jacobsen
Kenneth Rogers
Arthur Tichenor
Mrs. Tamiko Yamamoto

Korea

Deane Bornheimer
Reidar Dittman
Ted Sharp
Joel Slocum
Mrs. Claudine Waterbury
Arnold Weiss

Workshop Steering Committee

Eugene Chamberlain
Mrs. Cassandra Pyle

BIBLIOGRAPHY OF PREPARATORY READING MATERIAL FOR WORKSHOP

Southeast and East Asia

Education:

Fischer, Joseph. *Universities in Southeast Asia: An Essay on Comparison and Development.* Ohio State University Press, 1964.

Heath, Kathryn G. *Ministries of Education: Their Functions and Organization.* U.S. Office of Education, 1962. (Includes chapters on Indonesia, Korea, Laos, Thailand and Vietnam.)

Huq. Muhammad Shamsul. *Educational and Development Strategy in South and East Asia.* East-West Center Press, 1965. (Includes material on Indonesia.)

Phi Delta Kappan. Vol. 39. December 1957. (Entire issue devoted to education in Asia, including articles on Indonesia, Thailand, and Vietnam.)

UNESCO & International Assn. of Universities. *Higher Education and Development in Southeast Asia.* UNESCO, 1965.

UNESCO. *World Survey of Education.* I, II, III & IV, 1959-65. (General introduction to each country's educational system and a description of its primary, secondary and higher education.)

General Background:

Cady, J. F. *Thailand, Burma, Laos, and Cambodia.* "Modern Nations in Historical Perspective Series." Prentice-Hall, 1966. (available in paperback)

Dobby, E. H. G. *Southeast Asia.* Verry, 1966 (9th edition). 415 pp. (Discusses environmental factors of region and analyzes natural, social and cultural aspects of each nation.)

Durin, Tillman. *Southeast Asia.* "New York Times Byline Book". Atheneum, 1966. (available in paperback)

FitzGerald, C. P. *A Concise History of East Asia.* Praeger, 1966. 305 pp. (available in paperback) (Includes some material on Korea.)

Turling, Nicholas. *A Concise History of Southeast Asia.* Praeger, 1966. (available in paperback)

Wilbur, Donald Newton, ed. *The Nations of Asia.* Hart, 1966. (Introductory survey of each country.)

Vietnam

Education:

Naisbitt, John. "America's Dien Bien Phu? *Saturday Review.* July 15, 1967. p. 53

Nguyen Din Hoa. *Higher Education in the Republic of Vietnam.* American Friends of Vietnam, 1961.

Republic of Vietnam, Department of Education. *Secondary Education Curriculum.* Saigon, the Department, 1960. 58 pp. (A more recent edition should be available.)

General Background:

Bain, Chester A. *Vietnam: The Roots of Conflict.* Prentice-Hall, 1967. (paperback) (Discussion of nation from ancient origins to modern period.)

Hammer, Ellen J. *Vietnam: Yesterday and Today.* Holt, Rinehart & Winston, 1966. (Introductory survey country.)

Cambodia

Education and General Background:

Steinburg, David; others. *Cambodia: Its People, Its Society, Its Culture.* Human Relations Area Files Press, 1959.

See also general area and education references.

Laos

Education and General Background:

UNESCO. *Education in Laos: Report of the UNESCO Mission.* 1957. (Mimeo.)

See also general area and education references.

Thailand

Education:

Franzen, G. F. *Thailand.* World Education Series, AACRAO, 1959.

U.S. Educational (Fulbright) Foundation in Thailand. *Higher Institutions in Thailand.* Bangkok, U.S. Operations Mission, 1965.

General Background:

See Cady, Dobby, Durdin, Furling and Wilbur.

Indonesia

Education:

Allen, Raymond B., Thayer, Philip W., Dyer, Henry, and others. *Higher Education in Indonesia.* Djakarta, U.S. Operations Mission, 1960.

Clark, Marilyn W. *Overseas Chinese Education in Indonesia.* U.S. Office of Education, 1965.

Cunningham, K. S. *The Educational System of Indonesia: Outline of Structure and Terminology.* Djakarta, Technical School of Printing, 1957.

Commonwealth Office of Education. *Education in Indonesia.* Sydney, Australia, The Office, 1960.

Neff, Kenneth L. *National Higher Technical Education in Indonesia.* U.S. Office of Education, 1960.

General Background:

Higgins, Benjamin and Jean. *Indonesia: The Crisis of the Millstones.* "Searchlight Book". Van Nostrand, 1963.(paperback)

Legge, J. D. *Indonesia.* "Modern Nations in Historical Perspective Series". Prentice-Hall, 1964. (available in paperback)

Willner, Ann Ruth. *The Neotraditional Accommodation of Political Independence--The Case of Indonesia.* Princeton University, 1966. (Assessment of the influence of traditional values on Indonesian leadership in regard to modernization.)

Korea

Education:

Adams, Don. *Higher Educational Reforms in the Republic of Korea.* U.S. Office of Education, 1965.

Klimes, Rudolf E. *Korean Universities and Colleges.* American-Korean Foundation and Korea Association of Voluntary Agencies, 1967.

Koenig, Clara H. *The Republic of Korea.* World Education Series, AACRAO, 1958.

General Background:

See FitzGerald and Wilbur.